

EDUCATIONAL RESOURCES INFORMATION CENTER

October 1974

Volume 9 Number 10

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RESEARCH IN EDUCATION

A monthly abstract journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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SPECIAL ANNOUNCEMENTS

NAME CHANGE FOR RESEARCH IN EDUCATION

The title of **Research in Education** (RIE) will be changed with the January 1975 issue to **Resources in Education**.

The change is being made to reflect more accurately the broad scope of the documents the journal announces. **RIE** contains abstracts and indexes (Subject, Author, and Institution) of education-related report literature. For the most part, it covers the unpublished, or fugitive type of document, e.g., technical and research reports, conference papers, speeches, program descriptions, teacher and curriculum guides, statistical compilations, etc. The purpose of **RIE** is to make possible the early identification of, and source for acquiring documents of interest to the national and international education community.

The original title reflected an early emphasis on reporting research projects and results. The Educational Resources Information Center (ERIC), having broadened the range of education materials selected for announcement in **RIE**, wishes to indicate a wider inclusiveness by means of the new title.

New Address and Ordering Instructions for the Educational Document Reproduction Service (EDRS)

Effective immediately the new address for EDRS is:

Educational Document Reproduction Service
Box 190
Arlington, Virginia 22210

Starting with the July 1974 issue of **Research in Education**, new prices are shown for microfiche and hard (paper) copy of ERIC documents and for complete ERIC collections. A scale for postage charges is included as well (see page number for How to Order ERIC Document Reproductions in the Table of Contents.) Also starting with the July issue the new MF and HC prices will appear with the abstracts in the Resume Section.

How to Submit Documents to ERIC

If you have documents or reports which you would like to have considered for announcement in *Research in Education* (RIE), you should send clear, legible copies (in duplicate, if possible) to the following location:

Educational Resources Information Center (ERIC), National Institute of Education, Washington, D.C. 20208.

Should the documents be copyrighted, it would be helpful if you could include a letter giving ERIC permission to reproduce in Hard Copy or Microfiche, or Microfiche only. If the latter is selected, and there is a source of obtaining the original publication, please provide ordering and price information.

Volume 9 Number 10

October 1974

Research in Education

ED 091 498-092 659

Table of Contents

DOCUMENT SECTION	3
Document résumés	5

INDEX SECTION	
Subject index	169
Author index	247
Institution index	267

NEW THESAURUS TERMS	283
----------------------------	------------

OTHER ERIC PRODUCTS	287
----------------------------	------------

HOW TO ORDER ERIC PUBLICATIONS	291
---------------------------------------	------------

HOW TO ORDER ERIC DOCUMENT REPRODUCTIONS	293
---	------------

Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENTS & PAPERS

DOCUMENT SECTION

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

SAMPLE ENTRY

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Author(s).

ED 654 321

56

CE 123 456

Clearinghouse accession number.

Title.

Smith, John D. Johnson, Jane

Career Education for Women

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education

(DHEW), Washington, D. C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations,

*Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance,

Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

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Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in*Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
CE—Career Education	5-22	PS—Early Childhood Education	102-109
CG—Counseling and Personnel Services	22-26	RC—Rural Education and Small Schools	109-117
CS—Reading and Communication Skills	26-47	SE—Science, Mathematics, and Environmental Education	117-131
EA—Educational Management	47-57	SO—Social Studies/Social Science Education	131-140
EC—Handicapped and Gifted Children	57-65	SP—Teacher Education	140-153
FL—Languages and Linguistics	65-69	TM—Tests, Measurement, and Evaluation	153-164
HE—Higher Education	69-83	UD—Disadvantaged	164-168
IR—Information Resources	83-99		
JC—Junior Colleges	99-102		

CE

ED 091 498 CE 001 100
The Invisible Prison. An Analysis of Barriers to Inmate Training and Post-Release Employment in New York and Maine.

New York State Education Dept., Albany. Div. of Special Occupational Services.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Manpower Development and Training.

Report No.—PB-223-875

Pub Date 31 Mar 72

Note—234p.; Prepared in cooperation with RCA Institutes, Inc., New York, New York

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 223 875, MF \$1.45, HC \$5.75)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Certification, *Correctional Education, Corrective Institutions, *Employment Opportunities, *Failure Factors, Guidance Services, Institutionalized (Persons), Literature Reviews, Probationary Period, *Rehabilitation Programs, Vocational Education

Identifiers—Maine, New York

The objective of the study was to identify and analyze practices and procedures, rules and regulations, and public laws which hinder or prevent inmate training and postrelease employment and to recommend necessary modifications. Members of the project staff reviewed the literature on the subject and sought information and advice from consultants in New York, Maine, and other States. Visits were made to 10 correctional institutions in New York and Maine, and interviews were held with parole officers, corrections personnel, inmates, and ex-inmates. Research of legislation was conducted in both States, and surveys were made of policies and practices of State licensing and certification boards and major private employers. Sixty-six recommendations were made in the areas of institutional operation, training programs, employment, parole, and after care. Many of the recommendations are directed specifically at the States of New York and Maine, but other States with equivalent restrictions on the employment and treatment of offenders will find them applicable. (Author)

ED 091 499 CE 001 109
Carey, E. Niel
Maryland Career Development Project (K-Adult).
Vol. 1. Final Report.
 Maryland State Dept. of Education, Baltimore.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—0-361-0021

Pub Date Aug 73

Grant—OEG-0-70-5186(361)

Note—34p.; For the evaluation of this project, see CE 001 110

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Career Education, Elementary Grades, Inservice Teacher Education, Instructional Materials, Instructional Television, Job Placement, Junior High Schools, *Pilot Projects, *Program Descriptions, Resource Materials, Resource Teachers, Senior High Schools, *State Programs, Teacher Developed Materials, Teacher Workshops, Work Experience Programs

Identifiers—Maryland

The Maryland Career Development Project, a three-year model implemented in Baltimore City with information dissemination and provision of services to the entire State, presents in its final report descriptions of the project's seven components and the major results or accomplishments of the project, supported where possible by evaluative data collected during the first two years. The project's components were: an elementary career development resource component, a junior high work-oriented component, an information and placement system, career exploration workshops, a television series, a career development resource notebook, and the Maryland Career Development Conference. Conclusions, implications, and recommendations are included in the report, as well as a three-page bibliography. A listing of resource materials developed as part of or in conjunction with the project is included in the appendix, with sources from which the materials are available in limited number. (AJ)

ED 091 500 CE 001 110
Orr, David B. Vincent, Kathleen S.

Third Year Evaluation of the Maryland Career Development Project. Vol. 2. Final Evaluation Report.

Audio-Read Systems, Inc., Silver Spring, Md.; Maryland State Dept. of Education, Baltimore.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—0-361-0021

Pub Date Jul 73

Grant—OEG-0-70-5186

Note—160p.; For the final report of this project, see CE 001 009

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Career Education, Elementary Grades, Inservice Teacher Education, Instructional Materials, Junior High Schools, *Pilot Projects, *Program Descriptions, *Program Evaluation, Resource Materials, Resource Teachers, Senior High Schools, *State Programs, Teacher Developed Materials, Teacher Workshops, Work Experience Programs

Identifiers—Maryland

The report covers evaluation activities of Audio-Read Systems during the final year of the Maryland Career Development Project, a project which provided several programs or activities of an exemplary nature designed to facilitate career development. Its objectives were to help students: (1) develop a positive self-concept and greater self-understanding; (2) learn about and understand the range of educational and career opportunities; (3) develop and use the decision-making process more effectively; (4) make smoother transitions at key points in their career lives. The report focuses on three components of the project (elementary, junior high, and senior high school) and is organized by sections in each of which a project goal, method planned for achieving it, and expected results are presented. The evaluation procedure, data, results and discussion pertaining to that goal are then presented. Elementary teachers and program planners may find the 74 pages of appendixes of special value, for they include program descriptions, transcripts of elementary school observations, elementary teacher progress reports, and instruments used in the evaluation at primary and intermediate levels. (Instruments used to survey workshop participants are included in the text.) (Author/AJ)

ED 091 501 CE 001 178
Fivars, Grace

The Critical Incident Technique: A Bibliography.
 American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date 73

Note—39p.

Available from—American Institutes for Research, P. O. Box 1113, Palo Alto, California 94302 (\$2.00 if check is enclosed)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Bibliographies, Community Services, *Critical Incidents Method, *Education, Health, Industry, Measurement Techniques, Problem Solving, *Research Methodology, Skill Analysis, Task Analysis, Training

The bibliography was compiled in response to requests for background information about the critical incident technique; references were provided by those interested in the technique. Graduate students searching for guidance on the technique should find it useful, as should researchers. The critical incident technique is a method of research formulated by Dr. John C. Flanagan, who established the American Institutes for Research (AIR), an organization devoted to the application of scientific approaches to studies of human behaviors. The critical incident technique has been applied in helping to solve practical problems in industry, education, health, and community service. More than 600 studies in which applications of the technique were used are cited in this bibliography; projects undertaken by AIR are identified and project numbers given. A subject index reveals that the greatest number of references included in the bibliography deal with teachers and teaching, nurses and nursing, training, military officers, and management. (Author:AJ)

ED 091 502

CE 001 181

Frey, Don C.
Futureism and Health Occupations Education: The Implications of Changes in the Delivery System.
Pub Date Dec 73
Note—13p.; Address to Health Occupations Section at the Annual Meeting of the American Vocational Association (Atlanta, Georgia, December 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—"Career Opportunities, Certification, *Educational Planning, *Futures (of Society), *Health Occupations, *Health Occupations Education, Individualized Instruction, Paramedical Occupations, Preventive Medicine, Relevance (Education), Task Performance, Teaching Methods, Team Training
Health care is a social as well as a scientific process, and changes in health care delivery necessitate changes in preparation. Four types of changes, with their implications, are: graph or curve-extension change (past history and present observable fact—health manpower has become the greatest growth area in modern American employment); scientific and technical change (the effects of innovation); delivery system change (consequent shifts in proportions of people working in different areas); and quality control change (credentialing, licensure, and other reforms). The evolution of two systems, well-care and sick-care, will result in the need for workers in the preventive aspects of health, including dietitians, records workers, health sociologists, diagnostic workers, expanded-role nurses, and health educators. Educational planners may be interested in the predictions that the use of institutional licensure will soon be widespread, based on task performance, and that changes in delivery and quality control will require a team approach of both educators and practitioners. (AJ)

ED 091 503

CE 001 238

Johnson, Willis L., Ed.
Directory of Special Programs for Minority Group Members, 1974: Career Information Services, Employment Skills Banks, Financial Aid.
Pub Date 73
Note—384p.

Available from—Garrett Park Press, Garrett Park, Maryland 20766 (\$7.95)
Document Not Available from EDRS.

Descriptors—Directories, Disadvantaged Youth, Educational Finance, *Employment Services, *Financial Support, Higher Education, Internship Programs, *Minority Groups, Program Descriptions, *Program Guides, Scholarships, *Special Programs, Talent Development, Womens Education, Work Study Programs

The directory presents the following types of opportunities available to minority group members: scholarship, loan, and other financial aid programs; summer and school term educational programs designed to help educationally disadvantaged students; employment internships or short-term exchange programs; skills banks in 45 professional fields; and a special section on employment service programs for women. The directory has four main sections: (1) General Employment and Educational Assistance Programs (reporting national, regional, and area scholarship programs, employment services, and

other sources of assistance); (2) Federal Assistance Programs (listing economic assistance, job retraining, and student financial aid programs); (3) Women's Career Counseling and Job Assistance Programs; and (4) College and University Awards (listing special remedial, financial aid, and other activities developed by individual colleges for minority group members). Both an alphabetical listing of all 920 organizations in the directory and a program index are provided. Appended are: information on Upward Bound, Talent Search, and Special Services Programs; National Urban League offices; Opportunities Industrialization Center offices; definitions used in the directory; and other sources of information. (Author:SC)

ED 091 504

95

CE 001 244

Kazanas, H. C. And Others

The Meaning and Value of Work. Information Series No. 71.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Info-Ser-71

Pub Date Sep 73

Note—89p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Industrial Training, Job Satisfaction, Literature Reviews, Occupational Aspiration, *Productive Living, Social Adjustment, *Social Attitudes, Social Problems, *Social Values, Technical Education, Values, Vocational Education, *Vocational Maturity, *Work Attitudes, Work Environment

One-third of the waking hours of many Americans is spent at work. The work they do determines to a large extent their self-image, economic security and well being, satisfaction in life, status in the community, contribution to society, and their children's view of work and life in general. Of such importance is work that it should be taught and studied by every member of society. This review and synthesis was developed to bring together the current and diverse viewpoints concerning the meaning and value of work in American society. Vocational and technical education is charged with much of the responsibility for preparing people for work. The better the concept of work is extended and understood by vocational and technical education the more satisfying and self-fulfilling one's life will be. The specifics covered in this document are: Ambiguity in the Meaning, Value, and Definition of Work; Historical Perspectives on the Meaning and Value of Work; Current Perspectives on the Meaning and Value of Work; Leisure and the Meaning and Value of Work; Job Satisfaction, Productivity, and the Meaning and Value of Work; and Selected Research Studies. A final section discusses trends and implications and is followed by a 22-page bibliography. (DS)

ED 091 505

CE 001 248

An Exemplary Program for Curriculum Development and Implementation of the Course Introduction to Agri-Business. Final Project Report.

Fargo Public Schools, N. Dak.; North Dakota State Board for Vocational Education, Bismarck; North Dakota State Univ., Fargo.

Pub Date Jun 73

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—"Agribusiness, *Agricultural Education, Agriculture, Courses, *Curriculum Development, *Curriculum Planning, High School Curriculum, Natural Resources, *Pilot Projects, Teacher Education, Vocational Education

Identifiers—"North Dakota

This project was designed to meet the need for modified programs in agribusiness and natural resources education adapted to larger North Dakota school systems. The major purpose of the project was the development of an exemplary program to be implemented into the curricula of the Fargo Public School System, to serve as a guide for the development of similar programs in other schools in the State. Also included was the concurrent and cooperative involvement of the Department of Agricultural Education at North Dakota State University in developing a teacher education phase of the program and in making

available curricular materials. Included are details of the courses taught at the high school and adult level during the life of the project, July 1, 1970 to June 30, 1973, and of the projected courses for 1973-74. Related instructional experiences, followup of graduates, and curriculum materials developed are briefly outlined. The agricultural teacher education phase of the project has included undergraduate and graduate courses. An independent evaluation for the 1971-72 school year is included. (DS)

ED 091 506

CE 001 254

Friedman, Sande. Schwartz, Lois C.
No Experience Necessary: A Guide to Employment for the Female Liberal Arts Graduate.

Pub Date Jul 71

Note—261p.

Available from—Dell Publishing Co., Inc., 1 Dag Hammarskjöld Plaza, 245 East 47th Street, New York, New York 10017 (\$1.25, paperback)

Document Not Available from EDRS.

Descriptors—Art, Banking, *Employment Opportunities, Films, Government Employees, *Job Application, *Liberal Arts Majors, Paperback Books, Part Time Jobs, Personnel, Programming, Publicize, Public Relations, Publishing Industry, Radio, Television, Tourism, Transportation, *Working Women

Identifiers—Fashion Industry, Nonprofit Employment

A guide for beginning employment for female liberal arts graduates (referred to as FLAGs), this book describes 14 fields found to be presently most accessible to FLAGs without advanced degrees: advertising, the art world, banking and finance, book publishing, computer programming, fashion (and beauty), films, Government, magazine and newspaper publishing, nonprofit, personnel and training, public relations, television and radio, and travel. Each field chapter provides a general description of the kind of work done in the field, where it is done, by what different kinds of departments, and what types of people. Each field chapter also includes detailed descriptions of entry level jobs, advancement opportunities, a general statement on salaries, specific recommendations regarding resources to employ when job hunting, and additional sources of useful information. The opinions in this book mainly reflect those of recent FLAGs and were gained through interviewing numerous FLAGs as well as compiling detailed profiles of over 600 beginning and second-level jobs. Other supplemental data came from employment agents, personnel interviewers, and prospective employers (male and female). Concluding chapters cover the areas of interest, job hunting, on the job adjustment and advancement, and opportunities available to part-time and free-lance mothers. (EA)

ED 091 507

CE 001 255

Aviation Education Through Building an Airplane.

Advisory Circular 20-86.

Federal Aviation Administration (DOT),

Washington, D.C.

Pub Date May 73

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—"Aviation Mechanics, *Aviation Technology, Aviation Vocabulary, Career Education, Curriculum Development, Educational Objectives, High School Curriculum, High School Students, Industrial Arts, *Instructional Aids, *Resource Guides, School Activities, Student Interests, *Student Projects

A popular school project being undertaken around the country today is the amateur-built airplane. Many schools have already finished their first airplane and are working on their second. A list of some of these schools is provided. Interest in these programs has risen greatly among both students and teachers along with grades, attendance, performance, and general attitude. The aviation subject matter seems to be a lift from the routine of normal classroom learning and allows total school involvement. Setting up a project of this type entails considerable planning but with great reward. The purpose of this circular is to provide schools with a source of advisement, contacts, inspectors, previous builders, and resources for teaching aides, the outcome of which can help attain the basic educational goal of building an airplane. (DS)

ED 091 508 95 CE 001 258

Bice, Garry R.
Education Professions Development Act, Part F, Section 552: Graduate Fellowships in Vocational-Technical Education. Second Interim Report, September 1, 1972-August 31, 1973.

Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1741

Grant—OEG-070-1274(725)

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Degree Requirements, Doctoral Degrees, *Doctoral Programs, Federal Aid, Federal Programs, *Fellowships, *Professional Education, Vocational Directors, *Vocational Education Teachers
Identifiers—Education Professions Development Act, EPDA

The doctoral program in vocational-technical education at the University of Tennessee began in 1971. Among the 22 students were 18 recipients of Education Professions Development Act (EPDA) fellowships. The goal of the program is to prepare a cadre of educational leaders and administrators who can effectively contribute to improving the quality of leadership in vocational education in Tennessee and the nation. The two-year full-time program consists of work in the professional education core, an area of concentration, a cognate field, an area of research techniques, and a dissertation. A two-phase internship program augments the basic program and is required of all EPDA awardees. An advisory committee for the EPDA program was formed during the second year of operation whose primary responsibility was the completion of an evaluation of the EPDA program at the University of Tennessee. By the end of the second year of the program, all 18 of the original awardees had completed their formal coursework, had passed preliminary doctoral examinations, and 17 had completed the internship requirements. Included in the appendices are the names of those on the advisory committee, its tasks, its constitution, and its evaluation report. (SC)

ED 091 509 CE 001 261

Kuhli, Ralph C.
AMA and Allied Health Manpower.

Pub Date 4 Feb 74

Note—21p.; Speech given before School of Allied Health Professions Seminar (Madison, Wisconsin, February 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Accreditation (Institutions), Career Education, *Health Occupations, *Health Occupations Education, *Health Personnel, Master Plans, *Medical Associations, *Medical Education, *Medical Schools, Statewide Planning, Vocational Education
Identifiers—Wisconsin

The history of allied health occupations is one of increasing service to patients, especially by providing specialized services in selected parts of patient care with or under the direction and supervision of physicians. The AMA and 28 collaborating organizations accredit educational programs for 24 allied medical occupations, and are ready to do more to help Wisconsin improve its allied health educational programs. Wisconsin needs more efficient and more productive allied health educational programs for physician support personnel so that more people will get more and better health and medical services. A master plan is needed for allied health education to interdigitate the many kinds of institutions which provide allied health educational programs. Vocational education (Career education) can be a respectable and respected component of the total education available to students, and appropriate academic credit should be granted. (A list of AMA-accredited medical education programs at 53 institutions in Wisconsin is attached.) (Author)

ED 091 510 CE 001 262

Kuhli, Ralph C.
Accreditation: The AMA View.

Pub Date 10 Jan 74

Note—28p.; Speech given before the American Society of Allied Health Professions Institute (Atlanta, Georgia, January 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Academic Standards, *Accreditation (Institutions), Health Occupations, Health Occupations Education, Health Personnel, *Medical Associations, *Medical Education, Medical Schools, Professional Education

Major changes are taking place in restructuring allied medical education, and we must be diligent participants in making these changes because we want quality—not "future shock." National allied medical subcommittees are busily at work on changes for common courses and career mobility, continuing education, equivalency and proficiency examinations, instructor preparation, Federal and State legislation, research, terminology, fees for accreditation, and institutional and geographic approaches to program accreditation. A Joint Council for the Accreditation of Allied Health Education is proposed, and a new National Accrediting Agency for Clinical Laboratory Sciences has been formed. Studies of allied health education and accreditation are being completed to facilitate improvements in allied health education.

Standards are being reviewed, with the objectives of consolidating them for effectiveness and to cut down on the costs in time and money. Surveys visits are being reviewed to study the feasibility of consolidating them, so there will be fewer site visits and more services in consultation and guidance. All of education is changing rapidly toward what we hope will be a learning process in which the student will learn more in less time. (Author)

ED 091 511 CE 001 263

Ketefian, Shake

Sources of Knowledge Utilized in Curriculum Change in Nursing Education.

Pub Date Apr 74

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Case Studies (Education), Classification, Curriculum Design, *Curriculum Development, Educational Change, Educational Innovation, Educational Planning, Educational Programs, Educational Research, *Information Seeking, *Information Sources, Information Utilization, Knowledge Level, *Medical Education, National Surveys, *Nursing, Scientific Methodology

A study was conducted to suggest an answer to questions in nursing education concerning what educational changes are necessary, which directions those changes should take, and what type of approach should be used to introduce them. The study investigated the extent to which scientifically obtained knowledge is utilized in the process of change in nursing education, using selected innovations as the focus for the study. Information was obtained through a national survey of current curricular innovations in nursing as was determined by questionnaire and through a small number of case studies. The case studies indicated that there were various stages in each innovation process for each curriculum change. Several different modes of identifying the knowledge needed were determined in an attempt to classify the approaches used for deriving knowledge. The quality of the evidence was not assessed, however. A literature review pertaining to sources and methods of obtaining knowledge was utilized. (A 36-item bibliography and a classification scheme for the approaches used in deriving knowledge are also included.) (KP)

ED 091 512 CE 001 264

Fucigna, Joseph T. And Others

Basic Training Program for Emergency Medical Technician Ambulance: Course Guide.

Dunlap and Associates, Inc., Darien, Conn.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Pub Date Oct 69

Note—35p.; For a related document see ED 083 377

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Course Content, Course Objectives, Curriculum Guides, Educational Programs, *Emergency Squad Personnel, First Aid, Job Training, *Medical Education, *Medical Services

In an effort to upgrade or further develop the skills levels of all individuals involved in the emergency medical care service, this training program was developed for the National Highway Safety Bureau. This specific course is an attempt to organize, conduct, and standardize a basic training course for emergency medical technicians (EMTs). The contents of this course outline include: prerequisites for both students and instructors, scheduling and class size, requirements for facilities, training aids and reference materials, and guidelines for conducting the course. This is not designed as an all-inclusive training course but rather as the first phase of training in the emergency medical career structure. It includes all techniques of emergency medical care presently considered within the responsibilities of the emergency medical technician as well as all operational aspects of the job to be performed. The course consists of 25 lessons involving 71 hours of classroom training plus 10 hours of in-hospital training. (DS)

ED 091 513 CE 001 265

Custodial Basic Skills Manual.

Washington State Board for Vocational Education, Olympia.

Note—132p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Basic Skills, *Custodian Training, Entry Workers, *Job Training, *Manuals, *School Maintenance, Skill Development, Training, Vocational Education

Identifiers—Washington

Developed for the training of the custodian corps in the State of Washington, this step-by-step training manual covers in minute detail the jobs, duties, and responsibilities of a school custodian. The sections covered are: classroom care, floor care, halls, lavatories, general maintenance, and emergency. Each operation is separately described under objective, tools and materials, and operation breakdown. There is an illustrated glossary of tools and equipment. (DS)

ED 091 514 CE 001 281

Instructional Materials in Consumer Education: Interpersonal Relations.

North Dakota State Board for Vocational Education, Bismarck.; North Dakota State Univ., Fargo. Coll. of Home Economics.

Pub Date Jul 73

Note—190p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Consumer Education, *Curriculum Development, Guides, Instructional Materials, Response, Financial Problems, Generation Gap, Home Economics, *Instructional Materials, *Interpersonal Relationship, Self Concept, Unit Plan

Identifiers—Dual Careers, North Dakota

The seven interpersonal relations units in the consumer education guide are: Expressing Satisfaction or Dissatisfaction with Consumer Goods and Services, What to Do in Case of a Financial Crisis, Bridging the Generation Gap, Rebellion, Emotions, Discovering Myself, and Dual Role (homemaker/wage earner). Grade levels of the units, are beginner-intermediate, intermediate, and advanced level. Unit materials provide objectives, learning activities, evaluation ideas, work experiences/Future Homemakers of America (FHA), and instructional aids. Learning experiences are divided further into three stages: sensitization (gaining attention and interests of students), integration (teaching), and extension and reinforcement (reinforcing learning and stimulating application of learning). (EA)

ED 091 515 95 CE 001 282

Consumer Education: A Conceptual Structure and Planning Guide for Senior High Schools in Wisconsin.

Appleton Public Schools, Wis.; Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—Bull-4053

Pub Date 73

Note—97p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Consumer Education, *Course Content, *Curriculum Development, *Curricu-

lum Guides, Curriculum Planning, High School Curriculum, Home Management, *Instructional Materials, Interdisciplinary Approach, Money Management

Identifiers—Wisconsin

Prepared by junior and senior high teachers, the curriculum guide is an interdisciplinary approach by the business education, home economics, and social studies departments to a consumer education course. The initial development of materials was field tested and revised; a second-year field testing of the revised curriculum and a final analysis and revision is planned. A conceptual structure was developed with both instructional and performance objectives listed and a generalization statement made for each concept. Content, learning experiences, and evaluative experiences are presented in some detail for each concept. A time schedule is suggested for the one-year senior high course. Included in the course are these concepts: importance of money management (credit, financial institutions, purchasing, spending); consumer rights and responsibilities (taxes, personal financial security, consumer protection, advertising); and participation in the business community (economic systems, business organizations, employer-employee relationships, pricing, relationship between world of work and the individual). Appendixes include pre- and posttests for each semester, 27 pages of instructional materials, and a list of books, pamphlets, films, and kits pertaining to each concept. (SC)

ED 091 516 CE 001 283

Bice, Garry R. Brown, Ralph

Selected Information about Vocational-Technical Education in Tennessee for the School Year 1972-73. Information Series No. 20.

Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education; Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Report No.—Info-Ser-20

Pub Date [73]

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Programs, Employment, State Surveys, *Student Enrollment, *Tables (Data), *Technical Education, *Vocational Education

Identifiers—*Tennessee

The data presented in this report represent input from virtually every vocational-technical teacher and student in Tennessee during the school year 1972-73, and followup input on more than 70 percent of the students. Enrollment figures are presented in tabular form as follows: by program and by level; by USOE job title and by level; by program and by delivery system; by program and by sex; by program type and by sex; by program and by regular, disadvantaged, and handicapped; and by program type and by regular, disadvantaged, and handicapped. Other tables show the employment status of secondary and postsecondary completions by program area as of November 1, 1973, and the number of instructional personnel by subject area. (SA)

ED 091 517 CE 001 284

Feldman, Marvin J.

The Place of Technical Education in the Total Educational System.

Pub Date Dec 73

Note—19p.; Speech presented to Technical Education Division, American Vocational Association (Atlanta, Georgia, December 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Career Education, Educational Change, Educational Demand, Educational Needs, Educational Responsibility, Expectation, Fine Arts, Liberal Arts, Practical Arts, *Public Opinion, Speeches, *Technical Education, *Vocational Education

Opinion polls indicate that public confidence in educational leadership is declining, probably because the educational establishment is not delivering what people want. One demand is that education be made relevant to the world of work—an area in which vocational educators are in a strong position. The second demand is that education be made relevant to the achievement of the good life. This apparent dilemma can be resolved by integrating the educational enterprise and bringing together the three domains of prac-

tical arts, liberal arts, and fine arts. For this we must develop a fully integrated educational experience, one which will require the integrated effort of all our educational resources and which will cause far reaching changes in our educational methods. The resistance which vocational educators are still showing toward this necessary integration is based on unsound reasons, chiefly the fear of becoming lost in the larger picture. If vocational educators could perceive themselves, and be perceived, as being in full partnership in an enlarged view of the educational enterprise, they could break out of their present subordinate role. They should not be resisting the integration of education; they should be leading it. (SA)

ED 091 518 CE 001 286

Office and Business Occupations: Cluster Guide.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 73

Note—120p.; For the other teaching guides in this series, see CE 001 287-295. For the program guide see CE 001 296

Available from—University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 (\$30.00 per set of 11 documents)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Objectives, *Business Education, Clerical Workers, Cooperative Education, Employment Qualifications, Instructional Materials, Job Skills, Occupational Clusters, Occupational Information, *Office Machines, *Office Occupations Education, *Special Education, Task Analysis, Teacher Developed Materials, *Teaching Guides, Vocational Education

Identifiers—*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledge/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide covers 7 tasks common to the office and business cluster, 26 tasks for four selected entry occupations in the general office clerk subcluster, and 6 tasks for five selected entry occupations in the office machine operator subcluster. (SA)

ED 091 519 CE 001 287

Manufacturing: Cluster Guide.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 73

Note—163p.; For the other teaching guides in this series, see CE 001 286 and CE 001 288-295. For the program guide, see CE 001 296

Available from—University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 (\$30.00 per set of 11 documents)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Objectives, Cooperative Education, Employment Qualifications, Industrial Arts, Instructional Materials, Job Skills, Machine Tool Operators, Machine Tools, *Manufacturing, *Manufacturing Industry, Occupational Clusters, Occupational Information, *Special Education, Task Analysis, Teacher Developed Materials, *Teaching Guides, Vocational Education, Welding, Woodworking

Identifiers—*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in

Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledge/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide covers the 20 tasks common to the manufacturing cluster, together with 9 tasks for four selected entry occupations in the combination welding subcluster, 11 tasks for five selected entry occupations in the machine tool processes subcluster, and 22 tasks for one selected entry occupation in the soft material processes subcluster. (SA)

ED 091 520 CE 001 288

Health Occupations: Cluster Guide.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 73

Note—267p.; For the other teaching guides in this series, see CE 001 286 and 287 and CE 001 289-295. For the program guide, see CE 001 296

Available from—University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 (\$30.00 per set of 11 documents)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Objectives, Child Care Occupations, Cooperative Education, Employment Qualifications, *Health Occupations Education, Hospital Personnel, Instructional Materials, Job Skills, Occupational Clusters, Occupational Information, *Special Education, Task Analysis, Teacher Developed Materials, *Teaching Guides, Vocational Education

Identifiers—*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledge/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 6 tasks common to the health occupations cluster, together with 48 tasks for seven selected entry occupations in the health care subcluster, 18 tasks for three selected entry occupations in the child care subcluster, and 25 tasks for five selected entry occupations in the hospital housekeeping subcluster. (SA)

ED 091 521 CE 001 289

Graphics and Communication Media: Cluster Guide.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 73

Note—239p.; For the other teaching guides in this series, see CE 001 286-288 and CE 001 290-295. For the program guide, see CE 001 296

Available from—University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 (\$30.00 per set of 11 documents)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Objectives, Cooperative Education, Drafting, Employment Qualifications, *Graphic Arts, Instructional Materials, Job Skills, Occupational Clusters, Occupational Information, Photography, *Printing, *Publishing Industry, *Special Education, Task Analysis, Teacher Developed Materials, *Teaching Guides, Vocational Education

Identifiers—*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation

of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledge/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes eight tasks common to the graphics and communications media cluster. Tasks are described for selected entry occupations for the following subclusters: bookbinding (21 tasks for two occupations), screen printing (6 tasks for four occupations), offset lithography (12 tasks for seven occupations), letterpress printing (20 tasks for five occupations), commercial photography (10 tasks for four occupations), and drafting (16 tasks for four occupations). (SA)

ED 091 522 CE 001 290

Food Preparation and Service: Cluster Guide.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 73

Note—116p.; For the other teaching guides in this series, see CE 001 286-289 and CE 001 291-295. For the program guide, see CE 001 296

Available from—University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 (\$30.00 per set of 11 documents)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Objectives, Cooperative Education, Employment Qualifications, Food Processing Occupations, *Food Service Industry, *Food Service Occupations, *Food Service Workers, Instructional Materials, Job Skills, Occupational Clusters, Occupational Information, *Special Education, Task Analysis, Teacher Developed Materials, *Teaching Guides, Vocational Education

Identifiers—*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledge/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 16 tasks common to the food preparation and service occupational cluster together with 6 tasks for three selected entry occupations in the baking and pastry subcluster, 10 tasks for five selected entry occupations in the food preparation subcluster, and 10 tasks for four selected entry occupations in the food service subcluster. (SA)

ED 091 523 CE 001 291

Distribution: Cluster Guide.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 73

Note—157p.; For the other teaching guides in this series, see CE 001 286-290 and CE 001 292-295. For the program guide, see CE 001 296

Available from—University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 (\$30.00 per set of 11 documents)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Objectives, Cooperative Education, *Distributive Education, Employment Qualifications, Instructional Materials, Job Skills, Occupational Clusters, Occupational Information, *Retailing, *Special Education, Task Analysis, Teacher Developed Materials, *Teaching Guides, Vocational Education

Identifiers—*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledge/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 2 tasks common to the distribution occupational cluster, 22 tasks for six selected entry occupations in the material handling subcluster, and 31 tasks for eight selected entry occupations in the retailing subcluster. (SA)

ED 091 524 CE 001 292

Construction: Cluster Guide.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 73

Note—249p.; For the other teaching guides in this series, see CE 001 286-291 and CE 001 293-295. For the program guide, see CE 001 296

Available from—University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 (\$30.00 per set of 11 documents)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Objectives, *Building Trades, Construction (Process), *Construction Industry, Cooperative Education, *Custodian Training, Employment Qualifications, Instructional Materials, Job Skills, Maintenance, Occupational Clusters, Occupational Information, *Special Education, Task Analysis, Teacher Developed Materials, *Teaching Guides, Vocational Education

Identifiers—*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledge/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 24 tasks common to the construction cluster, 25 tasks for four selected entry occupations for the building maintenance/service subcluster, and 51 tasks for seven selected entry occupations in the residential construction subcluster. (SA)

ED 091 525 CE 001 293

Clothing and Textile Services: Cluster Guide.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 73

Note—159p.; For the other guides in this series, see CE 001 286-292 and CE 001 294 and 295. For the program guide, see CE 001 296

Available from—University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 (\$30.00 per set of 11 documents)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Objectives, Clothing, *Clothing Maintenance Specialists, Cooperative Education, Employment Qualifications, Instructional Materials, Job Skills, *Needle Trades, Occupational Clusters, Occupational Information, Seamstresses, *Special Education, Task Analysis, Teacher Developed Materials, *Teaching Guides, Textiles Instruction, Vocational Education

Identifiers—*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledge/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 9 tasks common to the clothing/textile service cluster, 13 tasks for eight selected entry occupations in the clothing service subcluster, 13 tasks for two selected entry occupations in the clothing construction subcluster, 10 tasks for two selected entry occupations in the home furnishings subcluster, and 14 tasks for five selected entry occupations in the upholstery subcluster. (SA)

ED 091 526 CE 001 294

Automotive and Power Service: Cluster Guide.

Central Michigan Univ., Mount Pleasant;

Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 73

Note—244p.; For the other guides in this series, see CE 001 286-293 and CE 001 295. For the program guide, see CE 001 296

Available from—University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 (\$30.00 per set of 11 documents)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Air Conditioning, *Appliance Repairing, *Auto Mechanics (Occupation), Behavioral Objectives, Cooperative Education, Employment Qualifications, Instructional Materials, Job Skills, Occupational Clusters, Occupational Information, *Refrigeration Mechanics, Repair, *Special Education, Task Analysis, Teacher Developed Materials, *Teaching Guides, Vocational Education

Identifiers—*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledge/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 15 tasks common to the automotive and power service cluster, 23 tasks for eight selected entry occupations in the auto mechanics subcluster, 12 tasks for four selected entry occupations in the auto body repair subcluster, 24 tasks for five selected entry occupations in the small engines subcluster, 8 tasks for six selected entry occupations in the appliance repair subcluster, and 9 tasks for five selected entry occupations in the air conditioning subcluster. (SA)

ED 091 527 CE 001 295

Agriculture/Natural Resources: Cluster Guide.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 73

Note—172p.; For the other guides in this series, see CE 001 286-294. For the program guide see CE 001 296

Available from—University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 (\$30.00 per set of 11 documents)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Agricultural Education, *Agricultural Machinery Occupations, Behavioral Objectives, Cooperative Education, Employment Qualifications, Floriculture, Forestry, *Forestry Occupations, Instructional Materials, Job Skills, Landscaping, Nurseries (Horticulture), Nursery Workers (Horticulture), Occupational Clusters, Occupational Information, Ornamental Horticulture, Recreation, *Special Education, Task Analysis, Teacher Developed Materials, *Teaching Guides, Vocational Education

Identifiers—*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledge/skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendices, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 17 tasks common to the agriculture/natural resources cluster, 19 tasks for eight selected entry occupations in the agricultural mechanics subcluster, 8 tasks for six selected entry occupations in the landscaping and nursery subcluster, 11 tasks for four selected entry occupations in the greenhouse/floriculture subcluster, and 10 tasks for eight selected entry occupations in the forestry and recreation subcluster. (SA)

ED 091 528 CE 001 296
Vocational Education/Special Education Program Guide.

Central Michigan Univ., Mount Pleasant. Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 73

Note—160p.; For the teaching guides in this series, see CE 001 286-295

Available from—University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 (\$30.00 per set of 11 documents)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Basic Skills, Employment Qualifications, Job Skills, Occupational Clusters, Program Development, *Program Guides, Program Planning, Skill Development, *Special Education, Task Analysis, Teaching Guides, *Vocational Education

Identifiers—*Michigan

This program guide is a supplement to the occupational cluster guides (CE 001 286-295) and contains in detail the background, philosophy, and descriptive information needed for their successful implementation. An introductory section discusses teaching children with special needs, emphasizing ways of matching teaching methods to the particular problem area. Guidelines are presented for organizing, planning, and developing cooperative teaching programs, and a model is described. The roles of vocational and special education in planning are outlined. The culminating point of the planning stage is the development of instructional task modules, which can then be localized to fit the employment needs of a particular area and personalized to fit individual teacher-student situations. Guidelines are offered for monitoring student progress; additional program components and supportive services are outlined for the optimum development of a comprehensive program. Seventy pages consist of a teaching guide for 26 employment task modules comprising a core of skills basic to employment in any occupation. A 20-item bibliography, an instructional materials code, and listings of employment-related and task-related competencies complete the document. (SA)

ED 091 529 CE 001 299

Channels, Vera Y. Kupsinel, Penelope E.

Career Education in Home Economics.

Pub Date 73

Note—245p.

Available from—Interstate Printers & Publishers, Inc., Jackson at Van Buren, Danville, Illinois 61832 (HC \$4.95)

Document Not Available from EDRS.

Descriptors—*Career Education, Career Opportunities, Career Planning, *College Students, Continuous Learning, High School Students, *Home Economics Education, Home Economics Skills, Home Economics Teachers, Independent Study, Occupational Choice, Occupational Guidance, *Occupational Home Economics, Occupational Information, Teaching Guides, *Teaching Methods, Textbooks, Vocational Counseling

The document is designed to show the college student in home economics education how career education must be an integral part of learning and how home economics subjects are ideal vehicles for helping the high school student learn about careers and find some ways of testing aptitude and interest. The book may also be adapted for individual study in home economics career education or as a base of a section of home economics education methods courses. The document examines the future world of work and defines career education and its terminology. Family styles and types of homes are discussed. A chapter is devoted to teaching methods incorporating career education. Subsequent chapters apply a career emphasis to the subject areas of human development and the family, home management and family economics, food and nutrition, textiles and clothing, and housing and interior design. The concluding chapter discusses continuing education for careers. Each chapter contains a list of things to do or a list of questions for discussion together with references. (Illustrations and a 61-item bibliography are included.) (KP)

ED 091 530 95 CE 001 300

Orrie, W. Y.

Mountain-Plains Education and Economic Development Program, Inc. Research and Development in Career Education. Mountain-Plains Briefing Memo.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Bureau No—BR-1-0036

Pub Date Oct 73

Grant—OEG-0-71-3128

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adult Basic Education, Adult Education Programs, Adult Vocational Education, *Career Education, *Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Family Programs, Homemaking Skills, *Residential Centers, Residential Programs, Rural Family, Vocational Education, Vocational Rehabilitation

Described is the Mountain-Plains Education and Economic Development Project, a Federally-funded project for residential, multi-problem, rural, disadvantaged family rehabilitation. The project, testing the Fourth National Career Education Research and Development Model (Model 4), is located at Glasgow AF 8, Montana, and serves about 180 families concurrently for an average of 9.4 months. The basic premise underlying the program is that family-oriented career education in a rural residential setting represents an effective way to improve the employability, standard of living, participation in community involvement, and life satisfaction of the rural disadvantaged. Program goals are in these major areas: (1) design and development of the model; (2) evaluation of the effects of the model; (3) provision of guides, methods, procedures, research reports, cost analysis, and learning activity packages; and (4) provision of career education to a significant number of rural disadvantaged within a six-state region. Heads of households spend approximately 40 hours a week receiving basic and occupational education; the spouse

spends a minimum of 20 hours in the program. Home and consumer management, counseling, leisure skills, cultural and ethnic understanding, and job placement assistance are parts of the program. (SC)

ED 091 531

Stetsun, Damon

Starting Over.

Pub Date 71

Note—255p.

Available from—Macmillan Publishing Co., Inc., 866 Third Avenue, New York, New York 10022 (\$5.95)

Document Not Available from EDRS.

Descriptors—Adults, *Career Change, Community Action, *Middle Aged, Occupational Clusters, *Older Adults, Retirement, *Self Actualization, Social Change, Social Services, Technological Advancement, Working Women

Identifiers—*Second Careers

The author explores the self-realization opportunities possible through second careers as well as the uncertainties and hazards involved in such a major life change. Numerous examples of middle-aged second careerists are included in the book as well as some classic examples. There is no set pattern of career changing in mid-life; new directions and the reasons for shifts are as diverse as the people. The book opens the door to those who feel "bound to their wrong choice, caught in a dead end, and/or victimized by the rat race." One chapter focuses on the need to train people for a cluster of occupations in our technologically changing society that suggests more job changes for the future. Disillusionment with materialistic values and the trends toward social service are often motivating factors for second career choices of a more altruistic endeavor. More women than ever are looking forward to or moving into second careers; retirement, and today's trend toward early retirement, is yet another life stage that can launch a second career. This intimate glimpse at the lives of hundreds of men and women who began new careers (and the psychologists, family counselors, and employment agents who advised them) provides encouragement and identification for those seeking a similar choice. (EA)

ED 091 532

Cowan, Susan

From College Girl to Working Woman.

Pub Date 70

Note—215p.

Available from—Macmillan Publishing Co., Inc., 866 Third Avenue, New York, New York 10022 (\$1.50)

Document Not Available from EDRS.

Descriptors—Accounting, Business, Career Leaders, *College Graduates, Community Action, Community Services, Employment Interviews, Finance Occupations, Insurance Occupations, Interior Design, Interpreters, *Job Market, *Jobs, Personnel Directors, Real Estate Occupations, Retailing, Sales Occupations, Secretaries, Tourism, Transportation, *Working Women, Writing

Written for the woman just graduated from college who wants a big-city job, the book provides coverage of the job scene from New York to San Francisco and offers methods and suggestions on how to create an exciting new career. Tips on where to look for jobs, the resume, and the job interview are some of the introductory topics, followed by a discussion of 29 college majors and their job possibilities. One chapter covers secretarial jobs (lowlevel clerical jobs, office manager, Girl Friday, executive, bilingual, medical, legal, technical, and social secretaries). Other possibilities are those in the business field (accounting, banking, finance, insurance, market research, and personnel administration), and in buying and selling (retailing, insurance agent/broker, real estate, and garment manufacturing showroom girl). Another chapter covers glamor jobs such as: airline jobs, fashion, interior designer, interpreter and translator, and travel agent. Careers in the word business (Newspaper reporter, book publishing, magazines, advertising, public relations, and technical writer) are other big business avenues for the prospective employee. A miscellaneous chapter covers a repertoire of jobs available to almost all majors. The concluding chapter promotes the lure and opportunities of money, culture, men, and living in the big city. (EA)

ED 091 533

CE 001 304

Butler, E. A.
Move In and Move Up.
Pub Date 70
Note—184p.

Available from—Macmillan Publishing Co., Inc.,
866 Third Avenue, New York, New York
10022 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Business, Career Change, *Career Planning, Failure Factors, Job Applicants, Job Satisfaction, Occupational Mobility, *Success Factors, Vocational Adjustment, *Vocational Counseling, Vocational Development, Work Experience

A man's work shapes him far more profoundly than any other single influence in his life. There are many ways in which a person can find himself in the wrong job, but time, thought, and action invested before accepting a position can help the job seeker avoid many of the common errors. The introductory letter and resume can make or break a career. Beyond that point, success in the business world can depend on being able to anticipate change and move against the tide. Be aware that there are many career mistakes which can be made and business myths that can be destructive. The role of psychological testing in finding the right job is significant, but not necessarily absolute. Certain basic questions relating to a person's job should be asked periodically and the answers evaluated carefully. The desire to achieve can mean the difference between becoming an executive and existing forever in the middle ranks. The author, in discussing these concepts and illustrating them with numerous case examples, attempts to identify the kind of success necessary for personal satisfaction. (AG)

ED 091 534

CE 001 305

Rosenberg, Stanley G.

Patient Education Leads to Better Care for Heart Patients.

Report No—HSM-72-4024

Pub Date Sep 71

Note—10p.; Reprinted from Health Services and Mental Health Administration Health Reports

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Adult Education, *Cardiac (Person), *Health Education, Health Programs, Health Services, Hospital Personnel, Hospitals, Interagency Cooperation, *Interagency Coordination, Interdisciplinary Approach, Nutrition Instruction, *Patients (Persons), Physicians, Pilot Projects, Preventive Medicine, Welfare Services

Identifiers—*Patient Education

The staff of a heart and circulatory disease program of a State department of health conducted a special project at a city hospital which showed that a well-organized treatment and education program for patients with congestive heart failure increased the patient's knowledge of his disease, medication, and diet as well as his adherence to a prescribed regimen, and significantly reduced the number of readmissions. A multidisciplinary team from several agencies with a coordinated educational approach was more effective in treatment than the same agencies providing uncoordinated treatment but similar care. An "educational prescription" devised by the entire team for each patient became the focal point and format for decisionmaking; it was the official mode of treatment and part of the patient's chart. The low level of formal education among the patients necessitated involvement of other family members in treatment, and weekly group sessions were attended voluntarily by patients as an educational supplement to the "prescription." (Author/AJ)

ED 091 535

CE 001 306

Safarjan, William R. Abrams, Macy L.
Evaluation of Individualized Instruction for Welders-HT [Hull Technician] "A" School, San Diego.

Naval Personnel and Training Research Lab., San Diego, Calif.

Spons Agency—Department of the Navy, Washington, D.C.

Report No—AD-765-709; SRM-73-5

Pub Date Jun 73

Note—19p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-765 709, MF \$1.45, HC \$2.75)

Document Not Available from EDRS.

Descriptors—*Individualized Programs, *Program Evaluation, Success Factors, *Welders, Welding

A preliminary evaluation is made of an individualized training program for fuel gas and arc welding at Hull Technician Class A School, San Diego. Individualized instruction differed from former training procedures in that students were able to select the content, rate, and method most appropriate to their learning experience. Subjects were 184 trainees attending the school. One-half were trained according to the conventional lock-step method, and the remaining 92 subjects received individualized instruction. Some conclusions and recommendations were drawn from this evaluation. (NTIS)

ED 091 536

CE 001 307

Valley, John R.

Promising Program Ventures: A Review of Recent Developments Regarding the External Degree.

Educational Testing Service, Princeton, N.J.

Report No—RM-73-32

Pub Date Dec 73

Note—18p.; Paper presented at a Regional Meeting of the American Association for Higher Education (Memphis, Tennessee, October 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Adult Education, *Continuous Learning, Conventional Instruction, Educational Change, *Educational Development, Educational Objectives, Educational Planning, *Educational Programs, Educational Research, *External Degree Programs, Innovation, Non-formal Education, *Post Secondary Education

Identifiers—*Nontraditional Education

In analyzing past and present conditions of external degree programs, it is apparent there is emerging support for lifelong learning. There has been an increase of American interest in the external degree program, particularly during 1970. There are five external degree-related developments which contribute to increasing lifelong learning opportunities: (1) the extension of degree granting authority, (2) the geographic extension of institutional operations, (3) the use of the community as an educational resource, (4) the stimulation of external degree programs for facilitative and supportive services, and (5) the observations and recommendations reflecting professional opinions. Competence has become the organizing basis for degree programs. If external degree programs encourage learning outside traditional patterns of residential study, such programs increase the need for techniques and services for assessing learning whenever or wherever it may have occurred. The major approaches receiving attention are credit by examination, course evaluations, individual assessment, and validation model external degree programs. There are problems in the programs which require resolution, however, before the "Learning Society" becomes a reality. (A 32-item bibliography is included.) (Author/KP)

ED 091 537

CE 001 308

Knox, Alan B. And Others

An Evaluation Guide for Adult Basic Education Programs.

Columbia Univ., New York, N.Y. Center for Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 172

Note—164p.; Step by step instructions, including the questionnaires and other forms needed for evaluation

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—*Adult Basic Education, Data Analysis, Data Collection, *Evaluation, *Evaluation Techniques, *Guides, *Program Evaluation, Questionnaires, Records (Forms)

An outcome of a study of adult basic education programs initiated three years ago by the Columbia University Center of Adult Education, the evaluation guide with its step-by-step instructions can be used for both formative and summative evaluations of adult basic education programs. Background research involved in this publication included direct field experience with over 40 local adult basic education operations. One section is related to the "how" of evaluating a program and includes coverage of type of approach, preparing initial and detailed plans, making a preliminary survey, collecting data, and analyzing

and interpreting data. The section on "what" to evaluate is related to recruitment, staffing, inservice education, instruction, collaboration, and goal-setting. Approximately 80 pages are devoted to the sample instruments (interview guides, questionnaires, and forms) needed to collect evaluation data. The appendices include an annotated bibliography on evaluation methods, external standards information for evaluation interpretation, and adaptation for ABE/Model Cities joint programs. (EA)

ED 091 538

CE 001 309

Adult and Continuing Education: Stage 1: Issue Identification.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.;

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 73

Note—79p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Adult Education, *Adult Education Programs, *Adult Programs, Adults, Criminals, Dropouts, *Educational Needs, Educational Trends, English (Second Language), Foreign Countries, Functional Illiteracy, Handicapped, Immigrants, Low Income Groups, Migrant Workers, Older Adults, Organizations (Groups), Program Costs, Socially Maladjusted, *State Surveys, Tables (Data), Unemployed

Identifiers—*New Jersey, Project Next Step

The issue of adult and continuing education in New Jersey has been examined as part of a Federal project (Project Next Step: Mutuality of Planning). National role, trends, and problems of adult and continuing education are summarized briefly in the first section while the next section includes a summary of the adult education programs in New Jersey. The planning team selected various potential target groups (functional illiterates, high school dropouts, immigrants and non-English speaking persons, adults 55 years old and older, unemployed, low income, migrant laborers, public offenders, handicapped, and the general adult population) and assessed the target groups according to definition, needs, current programs and expenditures, cost/impact, future trends, and political considerations. Charts of related data have been included following each target group. Approximately one-third of the report is devoted to an appendix (two papers that further examine definitions of adult education, various models being used in European countries, and future trends; a list of organizations with an interest in adult and continuing education, and a selected bibliography of literature). (EA)

ED 091 539

CE 001 310

Popovich, N. John

A Validation of Selected Teaching Competencies for Industrial Teacher Education.

Pub Date Apr 74

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Industrial Education, *Performance Based Teacher Education, Performance Criteria, Relevance (Education), *Teacher Education, *Teaching Skills, Trade and Industrial Education, Vocational Education, Vocational Education Teachers

In order to develop relevant teacher education programs which will satisfy the demands for accountability, competencies necessary to perform effectively in contemporary school setting need to be identified and validated. A listing of selected competencies, identified for vocational and applied arts teacher education, was examined. Sixty-one practicing industrial education teachers were interviewed to determine if the listing of teaching competencies was valid. The general conclusion was that the teaching competencies identified for vocational and applied arts teachers were valid for industrial education. (Author)

ED 091 540

CE 001 311

Duckat, Walter

A Guide to Professional Careers.

Pub Date 70

Note—284p.

Available from—Julian Messner, a Division of Simon & Schuster, Inc., 1 West 39th Street, New York, New York 10018 (\$5.64)

Document Not Available from EDRS.

Descriptors—Books, *Career Choice, Career Opportunities, *Career Planning, *College Bound Students, Colleges, Community Involvement, Community Leaders, Community Services, Employment Trends, Guides, *Higher Education, *Professional Occupations, Professional Services, Professional Training, Vocational Aptitude, Vocational Interests

A comprehensive and useful guide for students, counselors, and parents, the book provides an overview for the college bound student interested in a professional career, one which might require considerable training beyond the high school level and which emphasizes service to others. Over 80 professional careers are described; the requirements, training, duties, salaries, and future outlook for each career are clearly detailed, with helpful cross references to other closely related professional careers. Each career description includes questions to determine the reader's interest in and capabilities for the profession and organizations to contact for further information. Also included are a description of types of colleges and college life, a list of jobs with Federal government for various college majors, and a bibliography of selected free career materials. (Author/EA)

ED 091 541 CE 001 312

Brendel, LeRoy, Ed. Yengel, Herbert, Ed.

Changing Methods of Teaching Business Subjects.

National Business Education Yearbook, No. 10.

National Business Education Association,

Washington, D.C.

Pub Date 73

Note—345p.

Available from—National Business Education Association, 1201 16th Street, N. W., Washington, D. C. 20036 (\$7.50)

EDRS Price MF-\$0.75 HC-\$16.20 PLUS

POSTAGE

Descriptors—Business Education, *Business Subjects, Cooperative Education, Distributive Education, Economic Education, *Educational Change, *Educational Research, Marketing, Office Occupations Education, Office Practice, Post Secondary Education, Simulation, *Teaching Methods, Training Laboratories, *Yearbooks

The yearbook attempts to describe and evaluate the new teaching methods as they relate to the various business subjects: basic business-economic education, marketing and distributive education, and office education. Additional articles are devoted to cooperative education, simulation, laboratory experiences, and postsecondary programs. In their discussions of changing methods of instruction, the authors have combined the results of proven research and practical application. They review teacher education and comment on changes in subject content, the use of simulation (role-playing and simulation games), technological changes influencing teaching methodology, the value of individualized instruction, changing institutional roles, and new approaches in continuing education. One of the two concluding chapters stresses relating the changes to multi-ethnic approaches to classroom instruction. The final chapter points out more specifically how the positive teaching practices and techniques discussed in the various subject areas separate the highly professional, dedicated teacher from the "run-of-the-mill" teacher. (Members of the National Business Education Association Board are listed.) (AG)

ED 091 542 CE 001 313

Lawler, Edward E., III

Motivation in Work Organizations.

Pub Date 73

Note—234p.

Available from—Brooks/Cole Publishing Co., 540 Abrego Street, Monterey, California 93940 (\$3.50)

Document Not Available from EDRS.

Descriptors—Behavior, *Behavior Theories, Books, Employee Attitudes, *Industrial Relations, Job Development, Job Placement, Job Satisfaction, Leadership Styles, Management, Management Systems, *Motivation, *Motivation Techniques, Need Gratification, *Organizational Development, Rewards, Self Actualization, Task Performance

Written with the student audience in mind, this book is about the motivational determinants of behavior in work organizations. For practicing managers, helpful information may be found in the chapters dealing with day-to-day motivational problems. Three chapters deal specifically with motivational theory, and five chapters emphasize research and practice in motivation, since the book is primarily directed to the undergraduate or graduate student. Four approaches to motivation are emphasized as styles of management practice: paternalistic approach, scientific management approach, participative management, and a fourth called the combination approach. The contents of the book are structured within the framework of the following chapters: motivation and behavior in work organizations; drives, needs, and outcomes; motivation and behavior; satisfaction and behavior; the decision to work in an organization; extrinsic rewards and job performance; job design and job performance; interpersonal influences; and an overview of motivation in organizations. (DS)

ED 091 543 CE 001 314

CIRF Publications. No. 4.

International Labour Office, Geneva (Switzerland).

Pub Date 73

Note—115p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Abstracts, Agricultural Education, Foreign Countries, Human Resources, International Organizations, *International Programs, *Job Training, Literacy Education, Management Systems, Manpower Development, Publications, Technical Education, Training, *Vocational Education

The aim of the CIRF abstracts is to convey information about vocational training ideas, programs, experience, and experiments described in periodicals, books, and other publications and relating to operative personnel, supervisors, and technical and training staff in all sectors of economic activity. Information is also given on major trends in other fields of human resources development and utilization (manpower planning and organization, general and technical education, management development) in so far as they are related to and have implications for vocational training. (Contents of this dispatch include 55 abstracts and a list of periodical publications abstracted.) (Author/EA)

ED 091 544 CE 001 315

Blumer, Alice Howard

Jail Management. Book 1: Administration of Jail Operations.

Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—47p.; For related documents, see CE 001 316-320

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2705-00012, \$0.85)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Administrative Policy, Administrative Problems, *Correctional Rehabilitation, *Corrective Institutions, Courses, *Institutional Administration, Institutional Personnel, Objectives, Planning, Prisons

The course is for independent study by jail officers who must learn that, in addition to their routine tasks, they must be prepared to be well-trained, responsible professionals, making important decisions and avoiding the mistakes and disproven beliefs of the past. The jail administrator must continually wrestle with the problems of conflicting priorities, limited funds, deficient facilities, and a limited, often ill-trained jail staff; he must find ways to develop his jail as a progressive institution sensitive to the community's needs. In this section of the course on administration of jail operations, the reader is to define his jail's objectives, plan procedures and policies in keeping with these objectives, and decide whether these practices and procedures are in keeping with the changing role and objectives of the jail. Jail operations reviewed are: classifica-

tion and evaluation of prisoners, admissions procedures, administrative policies (regarding correspondence, haircuts, clothing and food parcels, control of weapons), discipline, emergency procedures (for escape, riot, civil disorder), medical program, food services, sanitation, jail clothing, and records and reports. (SC)

ED 091 545 CE 001 316

Blumer, Alice Howard

Jail Management. Book 2: Personnel and Fiscal Management.

Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—58p.; For related documents, see CE 001 315 and 317-320

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2705-00013, \$0.90)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Budgets, *Correctional Rehabilitation, *Corrective Institutions, Courses, Financial Policy, *Institutional Administration, Institutional Personnel, *Personnel Management, *Personnel Needs, Personnel Policy

The course is for independent study by jail officers who must learn that, in addition to their routine tasks, they must be prepared to be well-trained, responsible professionals, making important decisions and avoiding the mistakes and disproven beliefs of the past. The jail administrator must continually wrestle with the problems of conflicting priorities, limited funds, deficient facilities, and a limited, often ill-trained jail staff; he must find ways to develop his jail as a progressive institution sensitive to the community's needs. The section in Book 2 on budget preparation contains discussions of three types of budgets: line-item, performance, and program. Merits and limitations of each are presented, with examples of each type of budget and written review questions. A second section deals in detail with staffing and manpower analysis, a systematic technique for calculating manpower requirements. Sample problems are presented with direct assistance in reaching the solution. The final section on personnel management deals with recruitment and selection of personnel, evaluating and selecting applicants, probationary period, development of job satisfaction, and staff training. Questions regarding the reader's training program are included. (SC)

ED 091 546 CE 001 317

Blumer, Alice Howard

Jail Management. Book 3: Jail and Community Corrections Programs.

Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—72p.; For related documents, see CE 001 315, 316, and 318-320

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2705-00014, \$1.05)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Correctional Education, *Correctional Rehabilitation, *Corrective Institutions, Courses, *Institutional Administration, Prisoners, *Program Planning, Rehabilitation Programs

The course is for independent study by jail officers who must learn that, in addition to their routine tasks, they must be prepared to be well-trained, responsible professionals, making important decisions and avoiding the mistakes and disproven beliefs of the past. The jail administrator must continually wrestle with the problems of conflicting priorities, limited funds, deficient facilities, and a limited, often ill-trained jail staff; he must find ways to develop his jail as a progressive institution sensitive to the community's needs. Book 3 deals with planning, implementing, and evaluating correctional programs. The

process explained in some detail includes these steps: (1) analyzing the needs of the population, involving studying general and specific population data; (2) defining objectives, involving deciding what behavior is to be brought about or changed in the prisoner participants; (3) selecting a program, involving designing a new program or adapting one from a model to fit needs of a particular jail; (4) implementing the program, involving using existing community resources and professional or nonprofessional volunteers and specialists; and (5) evaluating the results, involving deciding what is working, what is not working, and deciding how the program can be improved. (SC)

ED 091 547 CE 001 318

Blumer, Alice Howard

Jail Management. Book 4: Community Relations. Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—43p.; For related documents, see CE 001 315-317, 319, and 320

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2705-00015, \$0.75)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Communications, Community Relations, *Correctional Rehabilitation, *Corrective Institutions, Courses, *Institutional Administration, *News Media, Policy Formation, Press Opinion, Prisoners, Public Opinion, *Public Relations

The course is for independent study by jail officers who must learn that, in addition to their routine tasks, they must be prepared to be well-trained, responsible professionals, making important decisions and avoiding the mistakes and disproven beliefs of the past. The jail administrator must continually wrestle with the problems of conflicting priorities, limited funds, deficient facilities, and a limited, often ill-trained jail staff; he must find ways to develop his jail as a progressive institution sensitive to the community's needs. Book 4 is designed as a guideline for jail administrators who realize and are willing to accept their responsibility for devoting time, effort, and intelligence to interpreting the jail's role to the public and, in turn, informing the public concerning its responsibilities toward the jail. Discussion is focused on ways in which jail administrators can actively develop good relations with news media and initiate public support for change and improvement as well as on communicating with and controlling the news media in times of emergency or unforeseen circumstance. (SC)

ED 091 548 CE 001 319

Blumer, Alice Howard

Jail Management. Book 5: Legal Problems.

Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—50p.; For related documents, see CE 001 315-318 and 320

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2705-00016, \$0.85)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Administrative Policy, *Correctional Rehabilitation, *Corrective Institutions, Courses, *Institutional Administration, *Legal Problems, *Legal Responsibility, Policy Formulation, Prisoners

The course is for independent study by jail officers who must learn that, in addition to their routine tasks, they must be prepared to be well-trained, responsible professionals, making important decisions and avoiding the mistakes and disproven beliefs of the past. The jail administrator must continually wrestle with the problems of conflicting priorities, limited funds, deficient facilities, and a limited, often ill-trained jail staff; he must find ways to develop his jail as a progressive

institution sensitive to the community's needs. Book 5 deals with the legal problems faced by the jail administrator. While the jail administrator is responsible to the community for maintaining the security of his institution, he must also see that security considerations do not deprive prisoners of their rights. Two-thirds of the document was developed to inform jail administrators of their legal responsibilities to their prisoners and to serve as a guideline in making important policy decisions which affect their prisoners. One-third of the document is a discussion of these areas of "administrative discretion" which require carefully documented rules and procedures: mail to public officials, attorney-client relationship, legal resources material, inmate drafting of legal documents, law school programs, disciplinary matters, restrictions of religious practice, and rights of prisoners suspected of crime in jail. (SC)

ED 091 549 CE 001 320

Blumer, Alice Howard

Jail Management. Book 6: Jail Planning.

Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—44p.; For related documents, see CE 001 315-319

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2705-00017, \$0.75)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Building Design, Building Improvement, Community Involvement, Community Support, Correctional Rehabilitation, *Corrective Institutions, Courses, *Facility Planning, *Institutional Administration, *Institutional Facilities

The course is for independent study by jail officers who must learn that, in addition to their routine tasks, they must be prepared to be well-trained, responsible professionals, making important decisions and avoiding the mistakes and disproven beliefs of the past. The jail administrator must continually wrestle with the problems of conflicting priorities, limited funds, deficient facilities, and a limited, often ill-trained jail staff; he must find ways to develop his jail as a progressive institution sensitive to the community's needs. Book 6 was designed to alert the jail administrator to the kinds of problems which are encountered during jail planning stages and to the most productive planning techniques. An eight-page case study is presented, designed to be instructive to those faced with the need for a new jail or for major renovations in a present facility. The jail administrator's responsibilities in the planning process which are discussed include: evaluating the existing facility and generating community support, suggesting possible members of a planning committee, defining the role of the jail, defining future program plans, providing jail population information, making recommendations to planners, and working with consultants and architects. A 20-item examination for the entire course in jail management is included. (SC)

ED 091 550 CE 001 321

Hofstrand, Richard K. Phipps, Lloyd J.

Occupational Expectations—Nature, Correlates, and Utilization in Occupational Education.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Altruism, Career Change, *Career Choice, Career Education, Classification, Ethical Values, *Identification Tests, Job Satisfaction, Occupational Aspiration, Occupational Guidance, Personal Values, Social Values, *Values, *Vocational Counseling, Vocational Education, Work Attitudes

Identifiers—Occupational Expectations Inventory, Value Identification

To gain greatest meaning and satisfaction from their work activities, persons should be able to more accurately identify and define their feelings, attitudes, and values related to the world of work.

An expanded and enhanced understanding of occupational expectations on the part of career counselors would help in working with youth and adults who are facing the problems of career choice or rechoice. The Occupational Expectations Inventory developed in this study is offered as a device for diagnosing and clarifying expectations, values, and ethics. The study involved the identification of types or components of occupational expectations, the evolution of a classification system for those expectations, and an assessment of occupational expectations based on the likelihood of a specific occupational expectation resulting from an occupation and the desirability and importance of that expectation, and the correlation of those values with certain other factors such as social class, high school curriculum, sex, and other variables. (Author/AJ)

ED 091 551 CE 001 322

Policies and Standards for the Approval of Occupational Secondary Schools, Revised for 1973-1974.

North Central Association of Colleges and Secondary Schools, Chicago, Ill.

Pub Date 74

Note—74p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Academic Standards, *Accreditation (Institutions), Area Vocational Schools, Board Administrator Relationship, *Educational Assessment, Educational Innovation, *Educational Policy, Interprofessional Relationship, Secondary Schools

Identifiers—Occupational Secondary Schools

Revisions of policies and standards of the North Central Association for the approval of occupational secondary schools are mainly related to those of board/staff relationship and pertain to aspects of operating policies, superintendent responsibilities, channels of communication, board meetings, working relationships, and employment policies. A new policy procedure has been adopted that involves innovative and unusual educational designs which are substantive deviations from the standards; the intent of the procedure is to encourage innovation under controlled circumstances so that prospects for success are improved. Sections of the brochure are divided according to: policies, standards, amendment procedures, appeals procedures, organization and procedures, and rulings of the administrative committee. (EA)

ED 091 552 CE 001 323

Oriel, Arthur E.

Improving Performance in Technical and Apprentice Training. A Pilot Study of Performance Based Apprentice Training.

Development Systems Corp., Chicago, Ill.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Mar 74

Note—235p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—*Apprenticeships, Behavioral Objectives, *Industrial Training, Metal Working Occupations, *Performance Based Education, Performance Criteria, Performance Factors, Performance Specifications, *Time Factors (Learning), *Trade and Industrial Education, Training Techniques

The major objective of this study was to demonstrate that an effective first-year apprentice training program (in the metal trades) could be developed in which performance was the primary criterion of success. The Performance Based Apprentice Training (PBAT) experimental group completed a full year of related instruction in an average of 61 hours (compared to an average of 187 hours for the comparison group), and scored 30 percent higher on a related instruction final examination. After less than 40 hours of training, the ratings of quality of shop performance of the PBAT group exceeded those of the comparison group after nearly 1,200 hours of shop training. The introduction of a systematically organized and administered self-paced program utilizing criterion referenced performance standards is likely to result in a significant reduction in training time, since it has been demonstrated that the most critical variable responsible for producing competent skilled tradesmen is not the number of hours spent in training, but the quality, intensity,

effectiveness, and sequencing of training experiences. (Included are a 38-item bibliography and appendices relating to descriptions of outstanding programs, behavioral objectives for related and shop instruction, review exercises, and forms and questionnaires utilized in the study.) (SC)

ED 091 553 CE 001 324

Industrial Ceramics: Secondary Schools.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No.—Curr-Bull-1970-71-Ser-5

Pub Date [71]

Note—143p.

Available from—Auditor, Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$5.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Career Opportunities, *Ceramics, Courses, *Curriculum Development, Diagrams, High School Curriculum, *Industrial Arts, Lesson Plans, Research, *Resource Materials, Tests

The expanding use of ceramic products in today's world can be seen in the areas of communications, construction, aerospace, textiles, metallurgy, atomic energy, and electronics. The demands of science have brought ceramics from an art to an industry using mass production and automated processes which requires the services of great numbers as the field expands more. This document was designed as resource material for the secondary industrial arts teacher to expand his courses with suggestions on: teaching methods, student activities, lesson plans, tests, and related topics. The contents are organized in nine chapters with numerous illustrations, under the headings of: Organization, Shop Management, Clay Technology, Plaster, Cement, Glass, Mass Production, Guidance, and Testing, together with an appendix of sources of teaching materials. (DS)

ED 091 554 CE 001 325

Electricity Electronics for Intermediate and Junior High Schools.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No.—Curr-Bull-1970-71-Ser-11

Pub Date [71]

Note—206p.

Available from—Auditor, Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$6.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Course Organization, *Curriculum Development, *Curriculum Guides, *Electricity, *Electronics, Evaluation, Guidance, Industrial Arts, Industrial Education, Intermediate Grades, *Junior High Schools, Lesson Plans, Objectives, Student Needs, Student Projects, Tests

This manual has been developed to aid the industrial arts teacher of electricity or electronics in implementing his course. It has been designed for beginning teachers and experienced instructors as a source for planning the term's work. Although programmed at the seventh or eighth grade level, course work is brought out in detail and could serve as a useful reference for other levels. Contained in this manual are suggested lesson plans and projects and also related material that is not required and should be adapted to the particular situation if chosen. Whenever possible woodworking and metalworking shop courses should be completed by students prior to the scheduling of this course. Objectives for the program are listed under the headings of: Organizational Planning, Project Information, Guidance, Evaluation, and Safety, followed by the basic course broken down into: Organization, Electric Circuits, Sources of Electricity, Magnetism (and its applications), Testing and Measuring (electricity), Electricity in the Home, Electronics, and Industrial Education. (DS)

ED 091 555 CE 001 326

Bhola, H. S.

Planning, Programming, and Administration of Functional Literacy.

Indiana Univ., Bloomington. Center for Innovation in Human Resource Development.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—34p.; For related documents, see CE 001 327 and 328

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Adult Basic Education, Behavioral Objectives, Developing Nations, *Educational Objectives, Educational Programs, Functional Illiteracy, *International Programs, *Literacy Education, National Programs, Personnel Policy, *Program Administration, Program Budgeting, Program Development, *Program Planning

The document was prepared as part of a UNESCO contract to train 16 counterpart officials of UNESCO-sponsored literacy projects. Functional literacy was studied in three parts, all dealing with the total planning process. First was project planning. Literacy projects must consider national educational plans and be related to relevant economic development plans. They must be selective in certain aspects, yet intensive and integrated with economic knowledge. They should plan for social change using system analysis. Achieving the desired system change requires social engineering taking into consideration the change agent, linkages, the environment, and available resources. The second area deals with programing by objectives using the behavioral approach and scheduling operations and activities through PERT—Program Evaluation and Review Technique. The third area of study concerns the administration of functional literacy. This area is complicated by the lack of managerial skills in underdeveloped countries and the necessary government involvement. Five organizational problems were considered, and sensitivity training and project administration were offered as solutions. Program budgets must harmonize with reality. (AG)

ED 091 556 CE 001 327

Bhola, H. S.

The Nature and Function of Literacy: Sociology, Cybernetics, Politics.

Indiana Univ., Bloomington. Center for Innovation in Human Resource Development.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—16p.; For related documents, see CE 001 326 and 328

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adult Basic Education, Developing Nations, Educational Programs, Functional Illiteracy, *International Programs, *Literacy Education, National Programs, Philosophy, Political Attitudes, *Political Influences, Politics, Social Change, *Social Systems, Social Values, Technological Advancement, *Thought Processes

Mass literacy, largely the product of the nineteenth century European industrial revolution, may be considered in three facets. First, its sociology: human relationships are different when individuals can refer to permanent, written records than when they rely on a person-to-person transferral of information. Literacy also makes possible more complicated and different types of inquiry than is possible in non-literate cultures. Secondly, the cybernetics of literacy: it results in linearity in human thought processes with many side effects. Symbol-use has increased, making people more amenable to systems. Lastly, its political function: it is a mode of affiliation/exclusion used by elite groups to affiliate or exclude the non-elite in systems of ideas and their related institutions. Whether it represents an improvement is determined by the elite's concept of the nature of man, society, and good human institutions. Literacy has been one means for annexing men and their lives to ideologies, but there is an important distinction between partial and full affiliation. Literacy is not always welcomed by the governing elite because it also liberates while it annexes. (AG)

ED 091 557 CE 001 328

Bhola, H. S.

Training for Functional Literacy.

Indiana Univ., Bloomington. Center for Innovation in Human Resource Development.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—25p.; For related documents, see CE 001 326 and 327

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Adult Basic Education, Community Development, Developing Nations, *International Programs, *Literacy Education, *Program Design, *Trainees, *Trainers, Training Objectives

Training, in the article's context, is used to describe programs of preparation and orientation of project personnel and community leaders. Teachers, supervisors, forum leaders, regional and national staffs, and international experts all need training in literacy projects. Some guidelines for a training design include a discussion of six items: (1) Who will be trained? The trainer must consider the educational background, age, sex, place of residence (rural vs. urban), membership in community groups, and previous occupational experience of the trainees. (2) Who are the trainers? Training duties should be assigned to individuals attitudinally inclined toward teaching with the competence to develop into good trainers. (3) What work will they do? A trainer should begin with an exact description of the role the trainee is to fill. (4) Where will they work? The decision may not be the trainer's to make, so knowledge of group interaction is essential. (5) Training time and instructional resources will vary. Both must be used to maximum advantage. (6) Provision for feedback and followup must be organized. (AG)

ED 091 558 CE 001 329

Hayball, Keith W.

Can Learning Centers Assist Men with Educational Deficiencies Who Are Incarcerated and Unable to Attend Formal School?

Pub Date Jun 73

Note—56p.; Eight photographs deleted because they were not reproducible

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Correctional Education, *Corrective Institutions, Educational Needs, *Educational Programs, Educational Research, Learning Activities, *Learning Laboratories, Pilot Projects, Practicums, *Prisoners, Student Volunteers

Identifiers—California

The purpose of this practicum was to determine whether or not learning centers could help men with educational deficiencies, who were incarcerated and unable to attend formal school. Learning centers were activated and found to be an effective alternative to formal school in meeting inmate educational deficiencies, both at the elementary and secondary levels. Subsequent investigation showed that learning centers, operated on a student voluntary, informal, drop-in basis, could help these men correct or upgrade their educational deficiencies without causing their key prison work assignment to suffer as a consequence. Men with critical educational deficiencies, although referred to the learning centers, neglected to make up their deficiencies. These men for the most part failed to follow through on their own to voluntarily enroll and complete their educational objectives, as outlined by the prison's classification committee. (Author)

ED 091 559 CE 001 330

Johnson, Norbert, Comp.

Career Development Materials: An Annotated Bibliography.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 73

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Career Education, *Classroom Materials, High School Students, Occupational Information, *Resource Materials, Self Concept, *Vocational Development

Identifiers—*Career Exploration

The materials listed in the annotated bibliography are especially appropriate for use with stu-

dents in the exploration stage of vocational development which usually occurs during the junior and senior high school years. The material represents only a small fraction of available career resources, but it may serve as a starting point for persons interested in implementing career programs in their schools. Thirteen items are listed as essential materials. Another 36 entries are described as helpful materials. These include books, guides, workbooks, and five career kits. Most of the materials are directed either toward assisting the student to evaluate his special interests and abilities or toward providing specific occupational information. Each entry includes the title of the material, author's name (where applicable), cost of the material, a paragraph-length annotation, and the source from which the material can be obtained. (Author/AG)

ED 091 560 95 CE 001 331

Project Worker: Teacher's Manual for a Course in Career Decision Making for Special Education.

Fullerton Union High School District, Calif.
Spous Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento.

Note—193p.; For Career Placement Aide's Manual from Project Worker, see CE 001 332; For Fullerton Union's Handbook on Policy and Procedure for Exceptional Pupil Services, see CE 001 333

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Bibliographies, Career Choice, *Career Education, Cooperative Education, *Decision Making, Employment Opportunities, Individualized Instruction, Instructional Materials, Instructional Media, *Manuals, Occupational Guidance, Resource Materials, Secondary Grades, *Special Education, Teaching Guides, *Vocational Education

Identifiers—California, Career Awareness, Elementary Secondary Education Act Title VI B, ESEA Title VI B

Students of teachers using the manual proceed at individual rates through a systematic and progressive set of occupational experiences to formulate and know their self-concepts, potentials, and abilities. Emphasis is on independent research and study, and sample lesson plans help teachers coordinate the variety of experiences. The manual includes specific examples and sources for materials, many of them locally oriented, that have been successfully used to teach secondary special education students career decision making and the necessary entry level skills for employment. A course outline in the form of a student checklist provides a guide to preparing the student for gainful employment. Materials in the manual include sample aptitude and interest testing instruments, a listing of jobs in 15 career clusters, suggestions for field trips and guest speakers, a bibliography of commercially prepared instructional materials, suggestions for a basic collection of career literature, information on setting up cooperative education, providing exploratory work experiences via workstations (including local laws governing such programs), an instructional unit in interviewing, a sample data sheet to help students fill out applications, and a catalog of 82 locally-produced videotapes. (AJ)

ED 091 561 95 CE 001 332

Project Worker: Manual for Career Placement Aides.

Fullerton Union High School District, Calif.
Spous Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento.

Note—55p.; For Teacher's Manual from Project Worker, see CE 001 331; For Fullerton Union's Handbook on Policy and Procedure for Exceptional Pupil Services, see CE 001 333

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Cooperative Education, *Job Placement, *Manuals, *Paraprofessional School Personnel, Resource Materials, Secondary Grades, *Special Education, *Work Experience Programs

Identifiers—California, Elementary Secondary Education Act Title VI B, ESEA Title VI B

The manual was produced by a secondary school district for the use of career placement aides in a special education work experience program. Each aide's professional responsibilities include facilitating students' efforts to participate in the program; acting as the center for information and processing of special education students on his campus; and serving as the communication link between teacher, student, counselor, and work experience coordinator. Step-by-step procedures are given for enrollment in the program, obtaining interview referrals, issuing work permits, granting credit, grading, registration with the Department of Vocational Rehabilitation, hiring by the school district, and job termination. Sample forms are provided with the instructions, as well as copies of pertinent bulletins, policy information, a student checklist, and suggested professional resources. (AJ)

ED 091 562 CE 001 333

Handbook on Policy and Procedures for Exceptional Pupil Services.

Fullerton Union High School District, Calif.
Pub Date Aug 73

Note—112p.; For Teacher's Manual from Project Worker, see CE 001 331; For Career Placement Aide's Manual from Project Worker, see CE 001 332

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Administrator Guides, Cooperative Education, Curriculum Guides, Handicapped Students, Individualized Instruction, *Policy, *Program Coordination, *Secondary Grades, *Special Education, *Special Programs, Student Personnel Services, Student Placement, Teacher Responsibility, Work Experience Programs

Identifiers—California

The handbook was designed for the use of administrators and teachers in regular classrooms as well as teachers in special education classrooms, and to acquaint the general public with programs for exceptional students in a California high school district which offers a variety of specialized classes, including a work experience program. Specific information policies and procedures are given for programs for minors who are educationally handicapped (including the learning disabled group and the severely emotionally disturbed), for the educable mentally retarded, expectant, multihandicapped, orthopedically handicapped, and the trainable mentally retarded. A home/hospital instruction program, a remedial physical education program, and the work experience program are similarly outlined. Specifics of student eligibility, program objectives, physical facilities, teacher qualifications, duties, and responsibilities, policy and procedural information, and a curriculum outline (including provisions for vocational training) comprise each section of the handbook. (AJ)

ED 091 563 CE 001 334

Policies and Standards for the Approval of Separately-Administered Adult High Schools, 1973-1974.

North Central Association of Colleges and Secondary Schools, Chicago, Ill.
Pub Date 73

Note—67p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Academic Standards, *Accreditation (Institutions), *Adult Education Programs, *Continuation High Schools, Educational Accountability, *Educational Assessment, Educational Policy

Identifiers—Adult High Schools

The present policies and standards for the approval of separately-administered adult high schools were drafted by a task force appointed in 1971 and were adopted in March 1973. It is anticipated that the standards will aid all adult high schools to move forward to new levels of effectiveness. Policies stated relate to definition, school evaluation, innovation and unusual programs and designs, and classification of schools. Standards are related to aspects of: institutional purpose, organization and administration, instructional program, noncredit offerings, professional staff, leisure and cocurricular activities, student personnel services, institutional adaptability, instructional/learning materials and services, finances, facilities and equipment, and evaluation. Other sections cover procedures for amendment,

appeals, organization, rulings, and teacher requirements. (EA)

ED 091 564 CE 001 335

Flight Test Guide (Part 61 Revised): Instrument Pilot: Helicopter.

Federal Aviation Administration (DOT), Washington, D.C. Flight Standards Service.

Pub Date 73

Note—30p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5007-00215, \$0.40)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Aircraft Pilots, *Certification, Guides, Performance Criteria, *Performance Specifications, Skills, *Testing

The guide provides an outline of the skills required to pass the flight test for an Instrument Pilot Helicopter Rating under Part 61 (revised) of Federal Aviation Regulations. General procedures for flight tests are described and the following pilot operations outlined: maneuvering by reference to instruments, IFR navigation, instrument approaches, cross-country flying, and emergency operations. Under each heading the objective, procedures, and maneuvers are outlined, followed by descriptions and acceptable performance guidelines for each item. The guide is intended to aid both applicant and instructor and assist FAA inspectors and designated pilot examiners in the conduct and standardization of flight tests. (DS)

ED 091 565 CE 001 337

How to Use Truth in Lending, Case No. 1: "The Grey Family Finances an Auto Purchase." Case Study with Discussion Questions.

Federal Trade Commission, Washington, D.C.

Pub Date 71

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Consumer Education, *Credit (Finance), Records (Forms), Teaching Guides

In a consumer education brochure, the Federal Trade Commission traces steps that a family might take in financing an auto. Through the use of a case study comparison of the credit terms of two car dealers, explanations are given for terms such as annual percentage rate, credit life insurance, finance charge, and deferred payment price. Copies of contracts are shown to assist teachers in assembling their own copies of contracts in local usage, and discussion questions are raised that stimulate students to think in terms of using credit wisely. (EA)

ED 091 566 CE 001 338

Reaching and Teaching Young Families: A Handbook for Extension Staff.

Extension Service (DOA), Washington, D.C.

Pub Date Oct 73

Note—23p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Committees, *Extension Education, Family Characteristics, Family Involvement, *Family Life Education, *Family Programs, Group Activities, Leaders Guides, Publicize, Self Help Programs, Volunteers, *Young Adults

The extension staff handbook of ideas for young families consists of five sections: Young Family Profile, Identifying Young Families, Involving Young Families, Educational Approaches, and Keys to Successful Young Family Programs. The young family of the seventies goes beyond the traditional definition of family and reflects varied life styles, needs, interests, and aspirations. Suggestions for the extension worker cover use of records, publicity, committees, person-to-person approaches, self-help, group activities, media, and volunteers. (EA)

ED 091 567 CE 001 339

Managing Highway Maintenance: Maintenance Activities, Work Units, and Classifying Work, Unit 6, Level 2.

Federal Highway Administration (DOT), Washington, D.C. Offices of Research and Development.

Pub Date Jan 73

Note—70p.; For related documents, see CE 001 340-346

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Autoinstructional Aids, Civil Engineering, Classification, *Maintenance, *Management Development, Manuals, Performance Specifications, Programed Instruction, Programed Units, *Road Construction, *Supervisory Training

Identifiers—*Highway Maintenance

Part of the series "Managing Highway Maintenance," the unit explains how maintenance work should be described, measured, and classified. It is designed for supervisors who need to know the mechanics of describing work. The format is a programed, self-instruction approach in which information is presented in progressive segments or frames. (EA)

ED 091 568 CE 001 340

Managing Highway Maintenance: Standards for Maintenance Work, Part 1, Unit 8, Level 2.

Federal Highway Administration (DOT), Washington, D.C. Offices of Research and Development.

Pub Date Jan 73

Note—79p.; For related documents, see CE 001 339 and 341-346

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Autoinstructional Aids, Civil Engineering, *Maintenance, *Management Development, Manuals, Performance Specifications, Programed Instruction, Programed Units, *Road Construction, *Standards, *Supervisory Training

Identifiers—*Highway Maintenance

Part of the series "Managing Highway Maintenance," the unit is about maintenance standards and is designed for superintendents and senior foremen who are responsible for scheduling and controlling routine maintenance. It describes different kinds of standards, why and how standards are developed, and how standards are to be used and communicated to subordinates. The format is a programed, self-instruction approach in which information is presented in progressive segments for frames. (EA)

ED 091 569 CE 001 341

Managing Highway Maintenance: Standards for Maintenance Work, Part 2, Unit 8, Level 2.

Federal Highway Administration (DOT), Washington, D.C. Offices of Research and Development.

Pub Date Jan 73

Note—68p.; For related documents, see CE 001 339, 40, and 342-346

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Autoinstructional Aids, Civil Engineering, *Maintenance, *Management Development, Manuals, Performance Specifications, Programed Instruction, Programed Units, *Road Construction, *Standards, *Supervisory Training

Identifiers—*Highway Maintenance

Part of the series "Managing Highway Maintenance," the unit describes the ways maintenance standards are developed and some of the factors which are considered in setting standards; the preceding unit on standards (part 1) should be completed before reading this unit. The format is a programed, self-instruction approach in which information is presented in progressive segments or frames. (EA)

ED 091 570 CE 001 342

Managing Highway Maintenance: Standards for Maintenance Work, Part 3, Unit 8, Level 2.

Federal Highway Administration (DOT), Washington, D.C. Offices of Research and Development.

Pub Date Jan 73

Note—72p.; For related documents, see CE 001 339-341 and 343-346

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Autoinstructional Aids, Civil Engineering, *Maintenance, *Management Development, Manuals, Performance Specifications, Programed Instruction, Programed Units, *Road Construction, *Standards, *Supervisory Training

Identifiers—*Highway Maintenance

Part of the series "Managing Highway Maintenance," the unit explains various uses of main-

tenance standards and how standards should be interpreted and communicated to foremen and crew leaders. Several examples are given of the decisions made when applying the standards to routine work. The preceding units on standards (parts 1 and 2) should be completed before reading this unit. The format is a programed, self-instructional approach in which information is presented in progressive segments or frames. (EA)

ED 091 571 CE 001 343

Managing Highway Maintenance: Instructor's Manual for Work Programs and Budgets, Unit 9, Levels 1 and 2.

Federal Highway Administration (DOT), Washington, D.C. Offices of Research and Development.

Pub Date Jan 73

Note—42p.; For related documents, see CE 001 339-342 and 344-346

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Budgets, Civil Engineering, Instructional Aids, *Maintenance, *Management Development, Manuals, Performance Specifications, *Program Development, Road Construction, *Supervisory Training

Identifiers—*Highway Maintenance

Part of the series "Managing Highway Maintenance," the unit covers the purpose of developing work programs and budgets; a review of the program and budget development process (activity descriptions, feature inventories and quality standards, estimated work quantities, and dollar requirements); and typical calculations for work programs, resource requirements, and budgets. Familiarity with all level 3 training units is advisable before presentation of this unit. The manual format is a lecture outline with the inclusion of related flip charts and handout and discussion materials. (EA)

ED 091 572 CE 001 344

Managing Highway Maintenance: Budget Preparation, Unit 9, Level 3.

Federal Highway Administration (DOT), Washington, D.C. Offices of Research and Development.

Pub Date Jan 73

Note—51p.; For related documents, see CE 001 339-343, 345, and 346

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Autoinstructional Aids, *Budgets, Civil Engineering, *Maintenance, *Management Development, Manuals, Programed Instruction, Programed Units, *Road Construction, *Supervisory Training

Identifiers—*Highway Maintenance

Part of the series "Managing Highway Maintenance," the unit describes the essential steps in developing a maintenance budget, or performance budget, based on the work to be done. It is designed for field engineers and supervisors who assist department officials in preparing work programs and budgets. The format is a programed, self-instructional approach in which information is presented in progressive segments or frames. (EA)

ED 091 573 CE 001 345

Managing Highway Maintenance: Maintenance Management—by Objectives, Unit 10, Level 2.

Federal Highway Administration (DOT), Washington, D.C. Offices of Research and Development.

Pub Date Jan 73

Note—74p.; For related documents, see CE 001 339-344, and 346

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Autoinstructional Aids, Civil Engineering, *Maintenance, *Management Development, Manuals, *Objectives, Programed Instruction, Programed Units, *Road Construction, *Supervisory Training

Identifiers—*Highway Maintenance

Part of the series "Managing Highway Maintenance," the unit deals with management by objectives—its definition, how it works, and necessary steps for application. It is designed for maintenance supervisors who are familiar with maintenance management systems. The format is a programed, self-instructional approach in which questions are asked in progressive steps. (EA)

ED 091 574 CE 001 346

Managing Highway Maintenance: Instructor's Manual for Management by Objectives Review, Unit 11, All Levels.

Federal Highway Administration (DOT), Washington, D.C. Offices of Research and Development.

Pub Date Jan 73

Note—17p.; For related documents, see CE 001 339-345

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Budgets, Civil Engineering, *Group Discussion, *Leaders Guides, Leadership Training, *Maintenance, *Management Development, Manuals, *Objectives, *Road Construction, Standards

Identifiers—*Highway Maintenance

Part of the series "Managing Highway Maintenance," the unit is designed for the training group leader and contains selected highlights and suggested discussion questions from six units of training: maintenance activities, work units, and classifying work; maintenance feature inventories; how to conduct a maintenance feature inventory; standards for maintenance work; work programs and budgets; maintenance management—by objectives. (EA)

ED 091 575 CE 001 347

Hoskins, Dalmer Bixby, Lenore E.

Women and Social Security: Law and Policy in Five Countries.

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report No.—DHEW-SSA-73-11800

Pub Date 73

Note—100p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Equal Protection, *Females, Statistics, *Insurance Programs, Legislation, Policy, Sex Discrimination, *Working Women

Identifiers—Belgium, Federal Republic of Germany, France, Great Britain, *Social Security, United States

An increased interest in the position of women, stimulated by increasing numbers of women in the labor force as well as the women's movement, has resulted in a reexamination of women's status under social security programs in many countries. Five case studies (Belgium, Federal Republic of Germany, France, Great Britain, and United States), which were presented at a 1972 Vienna research conference on women and social security, sponsored by the International Social Security Association, have reflected a range of approaches, points of view, and corrective measures directed to this issue. Interest and concern has focused on women's equal treatment/nondiscrimination along with the adequacy of protections for women by the system as a whole. Aspects of benefit levels, family allowances, maternity insurance, old-age pensions, and survivors benefits are presented as well as the situations of widows, divorced women, and unmarried or deserted mothers. It is anticipated that further research and policy development will emerge as a result of this study. (EA)

ED 091 576 CE 001 348

Flagle, Charles D.

Systems Analysis in Health Manpower Education:

A Bibliography.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Manpower Intelligence.

Report No.—DHEW-HRA-74-28

Pub Date Nov 73

Note—19p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Bibliographies, Health Education, *Health Occupations, *Health Personnel, Health Services, Manpower Development, *Medical Education, *Systems Analysis

The principle aim of the bibliography is to examine the reported state of the art in application of systems analysis to health manpower education through an extensive search of the literature. Admitted in this bibliography are any complete systems analyses which make conscious effort of a systems formulation of a problem in health manpower education, attacking at least one of

the steps in the systems analysis process. Also included are entries concerning systems analysis related to fields outside of health, but where the approach could be used in health manpower and those related to manpower planning where the analysis has implications for numbers of people needing training at various skill levels. The first section of this document covers items in Systems Analysis in Health Manpower Education. This is subdivided into the following: general, physicians, physician's assistants, dentists, nurses, laboratory and radiology technicians, and facilities. Three additional sections covered are: Systems Analysis in Education, Systems Analysis in Health Manpower, and Abstracts. (Author/DS)

ED 091 577 CE 001 349

Wage Compliance Handbook: Training 7606-03.
Internal Revenue Service (Dept. of Treasury),
Washington, D.C. National Training Center.

Pub Date Sep 73
Note—116p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Case Studies, Educational Programs, *Federal Laws, *Federal Programs, *Government Employees, Guides, Industry, Manuals, Premium Pay, Records (Forms), Salaries, Salary Differentials, Standards, Statistical Analysis, *Training, *Wages, Wage Statements
Identifiers—Wage Compliance Standards

This manual is intended for use as a training publication and as a guide for investigators working wage compliance cases. The manual is divided into 10 sections. They contain a comprehensive review of the pay board regulations which remain in effect for those industries under mandatory control and serve as guidelines for the voluntary sector. To completely develop cases, investigators must have a thorough understanding of the computations prescribed by the pay board regulations and the criteria for exceptions. Exceptions and exemptions are discussed in chapter 1. Wage and salary investigation worksheet samples are presented in chapter 2. Computations are discussed in chapter 3. The manual also contains sections discussing Phase IV regulations, the November 1971 recodification, forms 582 and S102, and a sample case file and problems. (Author)

ED 091 578 CE 001 351

Guidelines for the Approval of Legal Assistant Education Programs.
American Bar Association, Washington, D.C.

Pub Date 73
Note—17p.; Prepared by the Special Committee on Legal Assistants, American Bar Association

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Academic Standards, *Accreditation (Institutions), Educational Programs, *Guidelines, *Law Instruction, Legal Aid, *Subprofessionals

Identifiers—American Bar Association, *Legal Assistants

A 1972 American Bar Association (ABA) directive to develop standards for accreditation of formal education programs directed to the training of legal paraprofessionals resulted in the "Guidelines for the Approval of Legal Assistant Education Programs." To extend the availability of legal service, the ABA has defined the role of legal assistant. As one approach to demonstrating competence in the position, the ABA drew up standards for an accredited program. It is not intended that the existence of such programs should limit entry to the career field by other means. The ABA will review those programs which are consistent with sound educational policies and meet its criteria regarding organization and administration, the program itself, the faculty, admission and student services, the library, and the physical plant. The authority to grant and to withdraw approval is vested in the ABA, and the Special Committee on Legal Assistants shall be the authority for the guidelines. (AG)

ED 091 579 CE 001 356

Marshall, Ray. And Others

A Comparison of Union Construction Workers Who Have Achieved Journeyman Status Through Apprenticeship and Other Means.

Texas Univ., Austin. Center for the Study of Human Resources.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-82-48-71-18

Pub Date Dec 73

Note—272p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—*Apprenticeships, Bricklayers, *Building Trades, Carpenters, Electricians, Employment Level, *Employment Potential, Employment Practices, *Labor Unions, Manpower Utilization, Plumbing, Sheet Metal Workers, Skill Development, *Skilled Labor, Skilled Occupations, Skilled Workers, Trade and Industrial Education, Trainees, Wages

Identifiers—Ironworkers

The purpose of this study was to determine the influence of apprenticeship on the employment and earnings of selected construction craftsmen and secondarily to learn how informally trained journeymen learned their trades. Information was sought from fringe benefit records and from interviews with over 1,700 journeymen, union officials, contractors, and other people with experience in and knowledge of the construction industry. Six basic trades (bricklayers, carpenters, electrical workers, ironworkers, plumbers and pipelinters, and sheet metal workers) were studied in nine cities (Atlanta; Austin; Texas; Columbus, Ohio; Chicago; Houston; Jackson, Mississippi; New York; Oakland; and San Francisco). Data support the hypothesis that apprenticeship graduates tend to work more than informally trained journeymen and that apprenticeship-trained craftsmen are more broadly trained and suffer less from unemployment than other journeymen. The case is not as strong, but the data also indicate that apprenticeship-trained men are relatively overrepresented in supervisory positions. Recommendations for improving the apprenticeship system are made. Included are a 60-item bibliography and guides for interviews with journeymen and business agents. (NTIS/SC)

ED 091 580

Bottoms, Gene

The Role of Home Economics in Career Education.

Pub Date 73

Note—14p.; Speech given before the American Vocational Association Convention (Altanta, Georgia, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Career Education, Family (Sociological Unit), *Family Life, *Family Life Education, Family Role, *Home Economics, Parenthood Education

Home economics education is not different from career education, but career education should include as a primary thrust preparation for family life. Career education itself is concerned with total development of all students, home and community learning, self-development, and is integrated learning. Just as career education will increase student options in education, employment, and life style, it can also increase options about the family pattern and the potential of an improved physical, psychological, and social quality of human life. Objectives of home economics education as a part of career education include: (1) helping students achieve educational outcomes relating directly to the family, (2) assisting girls to explore the dual role of homemaking and a career, (3) preparation of both males and females for their roles in the family, (4) experience in family life and home economics-related occupations, (5) emphasis on educational processes related to career education, (6) providing adults with opportunities to develop family living skills, and (7) strengthening the educational climate at home. These objectives can be achieved through exploratory home economics courses, interdisciplinary learning, leadership, and expansion of home-based learning and mini-courses. (SC)

ED 091 581

Darcy, Robert L. And Others

Manpower Economic Education and the Transition from School to Work. (Impact on a Cohort of Ohio Secondary School Students).

Colorado State Univ., Ft. Collins. Center for Economic Education.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-21-08-73-29

Pub Date Feb 74

Note—217p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

POSTAGE

Descriptors—Attitudes, Career Education, Career Planning, Economic Education, Employment, *Experimental Programs, *Job Satisfaction, Labor Unions, Manpower Development, Salaries, *Student Attitudes, *Success Factors, Surveys, Wages, *Work Attitudes

Using longitudinal data gathered over a 5-year period, a cohort of 643 male and female students was studied ($n=242$) to determine the impact of an experimental manpower economics course on world-of-work understanding, attitudes, education-related and employment-related behavior. While the eighth grade course (given fall semester 1967-68) had significant short-run impact on understandings and attitudes of instructional students compared with control students matched for mental ability, few longer-run differences were observed between the groups during high school and as of the February 1973 survey week eight months following graduation. Surprisingly, wage rates and weekly pay were not associated with scores on a test of world-of-work understanding or with IQ, academic rank in high school, family income, and other variables, but were positively associated with labor union membership. The entire sample of graduates (instructional plus control) made a remarkably smooth transition from school to work or to postsecondary educational programs. Labor force participation, wages, and work satisfaction were relatively high and unemployment rates low. Major differences were observed between graduates and dropouts. (Author)

ED 091 582

Worthington, Robert M.

Integrating Asian-Americans into the Business Community.

Pub Date 29 Jul 73

Note—12p.; Speech presented at the Commencement Exercises at Lincoln University (San Francisco, California, July 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Asian Americans, *Business, Chinese Americans, *Educational Programs, *Ethnic Groups, *Federal Programs, Filipino Americans, Japanese Americans, Korean Americans, *Minority Groups, Speeches

During the past two decades the Federal Government has become involved in programs for training, education, health, business, and housing, focusing on a variety of disadvantaged groups. Few programs have been specifically aimed at or involved a significant number of Asian-Americans. This probably reflects the traditions of social responsibility within this group, but it is also true that this group has been overlooked by the government. Programs are now getting underway aimed specifically at their needs, and they have now recognized that there is no stigma attached to involvement in Government programs. A task force has been established to develop recommendations concerning education and training for minority business enterprise. Since the Asian-American response to poverty, discrimination, and ethnic visibility has been the development of small business ownership, this entrepreneurial spirit must be kept alive and allowed to expand into areas from which it was once excluded. The task force concluded that this is possible and has proposed eight areas where federally assisted education and training could be used. (SA)

ED 091 583

Worthington, Robert M.

Career Development and Motivation and Equal Employment Opportunity.

Pub Date 4 May 73

Note—36p.; Speech presented at the Annual Southwest Management-Labor-Public Interest Conference (13th, Norman, Oklahoma, May 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Career Education, Educational Programs, Employment Opportunities, *Equal Opportunities (Jobs), Labor Market, Minority Groups, Sex Discrimination, Speeches, *Vocational Development, Vocational Education

Labor market projections for the next six years have implications for education that can best be met by a career development program which runs from nursery school beyond high school, with a different emphasis at each level. A total program must be provided, recognizing individual differences and needs and put into practice by educators who are not afraid to make changes, to experiment, and to support programs extending beyond the schoolhouse walls. The continuing lack of equal employment opportunity for many segments of society points up the fact that career development, with its essential guidance component, must be an integral part of any human resources development or manpower training effort. The Office of Education is using many new training techniques and the National Task Force on Education and Training for Minority Business Enterprise is now working on its final report. Efforts are also being directed to the educational needs of American Indians and toward the removal of bias against women in textbooks, school programs, counseling, retraining, and employment. (SA)

ED 091 584 CE 001 366

Worthington, Robert M.

Career Education: An Exceptional Concept for the Exceptional.

Pub Date 13 Feb 73

Note—22p.; Presentation before the National Topical Conference on Career Education for Exceptional Children and Youth sponsored by the Council for Exceptional Children and the American Vocational Association (New Orleans, Louisiana, February 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Career Choice, *Career Education, *Career Opportunities, Career Planning, Exceptional Students, *Handicapped, Handicapped Children, *Handicapped Students, Mentally Handicapped, *Occupational Guidance, Physically Handicapped, Speeches, Vocational Development

Career education is based on the idea that all educational experiences, curriculum instruction, and counseling should be geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work. Properly adapted, career education can increase the opportunities available for the exceptional youth and adult, as it does for all citizens. Five levels of career education are identifiable, each with a strong emphasis on career guidance: career awareness, career orientation, occupational exploration at both the secondary and the postsecondary level, and adult and continuing education. Equal career education for the handicapped may not be the same as for those without disabilities, for the same career education program may result in less than equal educational opportunity. Career guidance must be responsive to the needs of all in-school youth, including exceptional youth and adults. A pamphlet entitled *Suggested Utilization of Resources and Guide for Expenditures* assists in reporting and planning programs and services for disadvantaged and handicapped persons. Special programs such as Project Career Education/Handicapped, Project SERVE, and the Occupational Training Center in St. Paul help in the education and training of all so that each individual can develop the competencies of self-sufficiency, normal living, and citizenship. (SC)

ED 091 585 CE 001 368

Secretarial Practice for High Schools.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 71

Note—185p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201; Checks payable to Auditor, Board of Education (\$4.00)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Curriculum Guides, *High School Curriculum, Instructional Materials, Job Skills, Office Machines, *Office Occupations Education, *Secretaries, *Stenographers, *Teaching Guides, Typewriting, Vocational Education, Work Experience

Identifiers—New York

The handbook provides teachers with a guide to a course of vocational training designed to qualify high school stenographic majors for initial employment as stenographers or potential secretaries. The subject is taught by means of practical application under supervision and is meant to serve as a culmination of secretarial training. The course provides training in five basic areas: (1) building dictation and transcription skills, (2) building typewriting skill, (3) developing skill in language arts, (4) developing skills in the use of office machines, (5) improving human relations skills and personal qualities. Thirteen units of work are outlined, some broad ("The Secretarial Career"), some narrow ("Handling the Mail"), with teaching suggestions offered for each topic within the work units. A separate section on teaching procedures and techniques gives suggestions for equipment and classroom layout, organization and management, machine maintenance, and evaluation. The handbook's fourth section is a guide to such teaching aids as bulletin boards and audiovisual aids, and offers sample worksheets and checklists, while the appendix includes a bibliography, glossary, film catalog, and materials sources. (AJ)

ED 091 586 CE 001 369

VanErdon, James Dean

An Analysis of Social Criteria and Triggering Mechanisms for Extended Unemployment Benefits.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-49-73-25

Pub Date Mar 74

Note—160p.; Ph.D. Dissertation, University of Utah

Available from—National Technical Information Service, Springfield, Virginia 22151 (HC \$3.00)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—Economic Factors, *Evaluation Criteria, Legislation, *Models, Social Factors, *Statistical Studies, *Unemployment, *Unemployment Insurance

The dissertation explores criteria for evaluating the performance of trigger mechanisms for determining extended benefit payment periods. A review of the current law is made as well as a brief summary of legislation leading to its passage. A quantitative model using concepts from the Theory of Markov Chains is established which meets established criteria. This model is then fully developed and discussed with respect to variations in the economy and their impact on the model. The model itself may be used as a trigger or may be used as a guide by which to evaluate other trigger mechanisms. A general approach in the implementation of the various models considered emphasizes conceptual matters, due to a lack of readily available data for the empirical study which is appended to the document. (Author/AJ)

ED 091 587 CE 001 370

Highway Safety Workshop for Traffic Court Judges: Trainer's Manual.

National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-820-300

Pub Date Nov 73

Note—147p.; For Workshop Participant's Reference Manual, see CE 001 371

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—*Manuals, *Resource Materials, *Safety Education, *Traffic Safety, *Workshops

Identifiers—Judges

The manual provides almost all necessary materials for the successful implementation of a Highway Safety Workshop, designed around a developmental sequence which is basic to the success of the workshop. The major activities of the workshop center around three exercises: the first for small group discussion consisting of questions relating to aspects of traffic safety, the second suggesting countermeasures, and the third concerning a systems approach to highway safety. A film and two presentations separate the exercises. For each session resource materials (abstracts of related literature), notes for trainers, and a bibliography are provided. (SA)

ED 091 588 CE 001 371

Highway Safety Workshop for Traffic Court Judges: Participant's Reference Manual.

National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-820-301

Pub Date Nov 73

Note—30p.; For Workshop Trainer's Manual, see

CE 001 370

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Manuals, *Resource Materials, *Safety Education, *Traffic Safety, *Workshops

Identifiers—Judges

The manual contains all the reference materials to be used by participants in the Highway Safety Workshop. The materials comprise questions and topics for discussion, abstracts of literature related to these topics, and a bibliography. (SA)

ED 091 589 CE 001 372

Weick, Jerry

Occupational Information for ES (Employment Service) Counseling: An Evaluation of Occupational Information Access System Pilot Use in Three Portland Employment Division Offices.

Oregon Univ., Eugene.

Pub Date Nov 72

Note—143p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Career Opportunities, *Computer Oriented Programs, Employment Counselors, *Employment Services, *Information Systems, *Occupational Guidance, *Program Evaluation

Identifiers—*Occupational Information Access System

This report study which was carried out to determine the effectiveness of Occupational Information Access System (OIAS) usage in the counseling units of three employment division offices in Portland, Oregon. Two versions of OIAS, a computer-linked version and a manual card-sort version, were compared with the traditional mode where counselors deliver occupational information during the counseling process. Research findings based on the experience of seventeen counselors and 267 clients, both disadvantaged and nondisadvantaged, found both forms of OIAS to be a more effective means of delivering occupational information for use in the career decision-making process. The vast majority of clients indicated that they would use OIAS again if they needed information in the future, and that they would like to see OIAS kept in the employment offices where they had used it. Client reactions to OIAS and the findings of the study are discussed in detail. The appendix includes a description of the methodology used together with copies of forms used for evaluation interviews. (Author/KP)

ED 091 590 CE 001 373

Robinson, James B. And Others

A Standard Training Plan for Distributive Education Cooperative Work Programs.

Trenton State Coll., N.J. Div. of Business.

Pub Date Nov 73

Note—53p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Cooperative Education, *Distributive Education, *Educational Strategies, Individualized Programs, Instructional Aids, *Manuals, Program Development, Teaching Guides, *Work Experience Programs

A properly used training plan for cooperative work training can be the most effective tool in the distributive education coordinator's possession. The purpose of this manual is to help distributive education teacher/coordinators to develop and use training plans in their own cooperative work programs. After an introduction the development of a standard training plan is described and its use in practice is discussed. Particular emphasis is laid on the importance of developing, from the standard plan, individualized plans for each student. Twelve major work categories are set up, with a number of learning experiences within each category which will be covered either in the classroom or on the job or in both places. The importance of followup is stressed, and a final section discusses how to handle special problems, based on the authors' ex-

perience. Appendixes include forms for each major work category on which the accomplishment of each learning experience can be checked, a sample title sheet for a training plan, 12 title sheets filled out for different job descriptions, a blank learning experience sheet, and a bibliography. (SA)

ED 091 591 CE 001 374

Levande, James S. Ferns, George W.
An Analysis of Cluster Plans for Secondary School Industrial Education and Career Education.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Pub Date Feb 74

Note—121p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Career Education, *Cluster Grouping, *Grouping (Instructional Purposes), *Industrial Education, *Models, *Occupational Clusters, *Program Descriptions, *Program Evaluation, *Program Planning, *Secondary Grades

Identifiers—Michigan

With the aim of developing a better basis for industrial education curricula as part of career education, 12 cluster plans found in the recent literature are described in the first half of the document. Each description indicates target population, grade level, and the career clusters included, to suggest the plan's comprehensiveness and its focus, and reviews the plan's rationale and methodologies. Evaluation criteria are developed in two categories, internal relationships (those exclusive to any one plan) and external relationships (those concerned with how the plans relate to each other); the 12 plans are analyzed in terms of these criteria. Among generalizations drawn from analysis of the plans are these: most focus on the secondary level; could be implemented in any area, rural or urban; require community involvement; consider individual student needs, societal needs, and manpower needs. Recommendations regarding selection, adaptation, adoption, and further developmental activities include some of general interest to administrators and curriculum planners as well as specific recommendations for adoption of the Comprehensive Career Education Model cluster concept in the State of Michigan. (AJ)

ED 091 592 CE 001 375

Minimum Standards for Police Services. A Report of the Police Standards Committee to the Governor's Commission on Law Enforcement and the Administration of Justice.

Governor's Commission on Law Enforcement and the Administration of Justice, Annapolis, Md.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Report No.—LEAA-MD-73-004; PB-225-833

Pub Date Oct 73

Note—81p.

Available from—National Technical Information Service, 5285 Port Royal Road, Virginia 22151 (PB-225 833, MF \$1.45, HC \$3.75)

Document Not Available from EDRS.

Descriptors—Equipment Standards, Fringe Benefits, Law Enforcement, *Police, Police Community Relationship, Salaries, *Standards, Training

Identifiers—Maryland, Police Training

The publication enumerates the minimum standards for police services in Maryland which were developed by the Police Standards Committee of the Maryland Governor's Commission on Law Enforcement and the Administration of Justice. They are the result of intensive study after a series of public hearings held throughout the State at which testimony was received from private citizens, elected officials, and representatives of the criminal justice system. The standards cover such areas as training, equipment and facilities, salaries and benefits, services, staffing, manpower, and education and various procedural matters such as reporting procedures, standards for firearm use, and marking of police patrol vehicles. (NTIS)

ED 091 593 CE 001 376

Houts, Peter S. Scott, Robert A.

To Evaluate the Effectiveness of Achievement Motivation Training for Mental Patients Being Rehabilitated to the Community: Goal Planning in Mental Health Rehabilitation.

Pennsylvania State Univ., Hershey. Dept. of Behavioral Science.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—PB-226-156; SRS-15-55122-3

Pub Date 30 Jun 73

Note—52p.

Available from—National Technical Information Service, 5285 Port Royal Road, Virginia 22151 (PB-226 156, MF \$1.45, HC \$4.75)

Document Not Available from EDRS.

Descriptors—Attendant Training, Attitudes, Behavioral Objectives, *Mental Health, Mental Health Clinics, Mental Health Programs, Mental Illness, *Motivation, Motivation Techniques, Negative Attitudes, Positive Reinforcement, Rehabilitation, Rehabilitation Programs

Identifiers—Goal Planning

A project sought to identify how the strategies used in training programs for the development of achievement motivation could be applied to the field of mental health. In addition to using goal planning in all its aspects, if focused on the patients' strengths rather than their problems. It also trained the staff who worked with the patients rather than training the patients themselves. (NTIS)

ED 091 594 CE 001 377

Dieterly, Duncan L.

The Evaluation of Training with Specific Emphasis on Criteria.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

Report No.—AD-771-009; AU-AFIT-SL-9-73

Pub Date Oct 73

Note—57p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (AD-771 009, MF \$1.45, HC \$5.00)

Document Not Available from EDRS.

Descriptors—*Criteria, Criterion Referenced Tests, *Educational Programs, *Evaluation Criteria, Literature Reviews, Performance Specifications, *Program Evaluation, Systems Approach

A review of the literature on training evaluation is presented. An attempt is made to establish a perspective of the current status of evaluating training programs that occur in the industrial, military, educational, and governmental systems. Emphasis is placed on the traditional problem of criterion measurement and a suggested model is introduced for evaluating a major training program. The paper provides a comprehensive introduction to the problems of training evaluation. (NTIS)

ED 091 595 CE 001 378

Holden, Donald

Art Career Guide. Third Edition.

Pub Date 73

Note—303p.

Available from—Watson-Guptill Publications, One Astor Plaza, New York, New York 10036 (\$7.95)

Document Not Available from EDRS.

Descriptors—Architecture, *Art, *Art Education, *Artists, Art Teachers, Career Choice, *Career Opportunities, *Career Planning, College Choice, Commercial Art, Design Crafts, Directories, Employment Opportunities, Employment Qualifications, Fine Arts, Job Application, Occupational Aspiration, Photography, Professional Education, Secondary Grades

The guidance handbook, written for art students, teachers, vocational counselors, and job hunters, is organized around three steps: planning one's education, choosing a career, and finding a job. To help with the first step, the author discusses the characteristics of an artist, makes suggestions about planning a high school program, and gives recommendations about extra-curricular activities. Criteria for choosing an art school are offered. For the second step, he devotes a chapter to each of 11 career possibilities: fine art, illustration, graphic design, fabric design, interior design, architecture, industrial design, photography, art teaching, and crafts. Information on earnings and job prospects is given in a concluding chapter. For step 3, finding a job, advice is given on the subjects of resume-writing, organizing the job hunt, planning a portfolio, and conducting job interviews. A directory of degree granting schools and a listing of professional organizations and guidance agencies are included in the book. (AJ)

ED 091 596 CE 001 379

Sticht, Thomas G. And Others

HumRRO's Literacy Research for the U.S. Army: Developing Functional Literacy Training.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-P-13-73

Pub Date Dec 73

Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Adult Literacy, Armed Forces, *Educational Research, Functional Illiteracy, *Literacy, *Literacy Education, *Military Personnel, Program Descriptions, Program Effectiveness, Reading Skills, *Teaching Techniques

Identifiers—Job Related Literacy

The major purposes of the project were to determine the nature of the literacy problems in the Army by studying the literacy demands of Army jobs together with the literacy skills of Army personnel, and to develop a literacy training program to provide job-related functional literacy skills. Literacy research and development performed by HumRRO since 1968 for the Army is summarized in this paper. Literacy needs for several basic Army Military Occupational Specialties (MOS) are identified. The methodology used to evaluate the reading requirements for Army jobs is explained, together with the methodology of an experimental training program designed to produce a level of functional literacy appropriate to minimal MOS requirements. Numerous photographs, frequency distributions, graphs, and data tables are included for illustrative purposes. (KP)

ED 091 597 CE 001 380

Bernard, Sidney And Others

WIN II: Making a Difference. Report of a Conference.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations; Michigan Univ., Ann Arbor. School of Social Work.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Jan 74

Note—40p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Conference Reports, *Employment Programs, *Program Administration, Program Coordination, Program Effectiveness, Program Improvement, Welfare, *Welfare Services

Identifiers—*Work Incentive Program

The conference report examined the implications of research findings on the earlier WIN Program for WIN 2, providing opportunity for operational level personnel, administrators, and officials to engage in dialogue about the problems of starting a new program, one intended to make a difference for a significant number of welfare recipients. The first section of the report describes why the conference was needed, the process of preconference planning, the structure and process of the conference itself, and how the conference had both successes and failures. The second section focuses on selected operational issues identified by conference participants: the top-down nature of administrative communication; the misuse of paperwork; the frequent lack of flexibility; problems in research development, dissemination, and utilization; interagency relationships; staff training and supervision; job development; client selection and processing; and measurement criteria. The final section outlines the need for a new approach to research, suggesting: approaches to peer level information exchanges; a two-way communications process, up and down the line; and need for increasing local initiative and innovation. Future directions for staff development and training are recommended. (Author/SC)

ED 091 598 CE 001 383

Leland, Lyle L.

A Systems Approach to Residential, Family Based Career Education.

Pub Date Mar 74

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

20 Document Resumes

Descriptors—*Career Education, Curriculum Evaluation, *Disadvantaged Groups, Formative Evaluation, Job Training, Performance Factors, Program Development, Program Evaluation, *Residential Programs, *Rural Family, *Systems Approach

Identifiers—*Career Awareness, Career Exploration, Residential Based Career Education

A systems approach is applied to the assessment of the Model 4 project (administered by Mountain-Plains Education and Economic Development Program, Inc.), a residential career education program for rural, multiproblem families in the States of Idaho, Montana, Nebraska, North Dakota, South Dakota, and Wyoming. The program involves three phases of career education (awareness of various career opportunities, exploration of the universe of career opportunities, and actual career or occupational preparation) and the acquisition of the competencies of: job-getting, job-holding, and job progression; effective interaction with economic and related social aspects of society; effective family management; satisfaction with job and life. The curriculum system is a production process cycle producing changes in students intended to correspond with desired competencies; it is individualized, competency-based, and applicable to rural disadvantaged. Five phases of Model 4 correspond generally to the five years of funding: conceptualization, feasibility testing, program development; program evaluation, replication/diffusion. To determine the status of Model 4 nationally, a study of six family-residential education programs revealed Mountain Plains representing the most advanced stage of evaluation of the family residential educational approach and Model 4 having the most comprehensive innovative form. (EA)

ED 091 599 CE 001 384

Schmick, William A.

Employer-Based Career Education: The Developmental Year at Far West School.

Pub Date Apr 74

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Alternative Schools, *Career Education, Community Resources, Individualized Curriculum, *Individualized Programs, Open Education, *School Community Programs, Student Projects

Identifiers—California, *Employer Based Career Education, Oakland

The Far West Laboratory Model (Far West School) in downtown Oakland, California, an employer-based career education program of experiential learning, has focused on the developmental issues of how high school academic requirements and career exploration in the community can be integrated into a common set of learning activities, and the virtues and liabilities of a highly individualized curriculum. Thirty volunteer students from Oakland high schools participated full time in the 1972-73 program that drew mainly on the use of resource persons, large employer organization resources, and community and supplementary resources as instructional activities. Each student's learning program primarily was planned, focused, and documented by means of projects. The developmental program produced many learning options in which to acquire career information, personal and social skills. Future study and work is needed in the transition area of students leaving a highly structured, controlled environment and adjusting to one requiring extensive personal initiative and responsibility. (EA)

ED 091 600 CE 001 385

Health Manpower Planning Handbook.

Coastal Bend Council of Governments, Corpus Christi, Tex.

Spons Agency—Public Health Service (DHEW), Dallas, Tex.

Report No.—PB-225-134

Pub Date Jul 73

Note—170p; Portions of this document are not fully legible

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (PB-225 134, MF \$1.45, HC \$4.75)

Document Not Available from EDRS.

Descriptors—Employment Opportunities, *Health Occupations Education, *Health Services, Manpower Development, *Manpower Needs, Manpower Utilization, Medical Education, Models, *Program Planning

Identifiers—Health Delivery Systems, Texas

A model is presented for health manpower planning, designed as a handbook to facilitate the orderly development of health manpower training programs to fill identified needs and job opportunities within a defined geographical region. The handbook is based on the study of the health care system of the Coastal Bend Region of Texas. (NTIS)

ED 091 601 CE 001 387

McRoberts, B. G.

Canadian Forces Education as a Contributor to National Development.

Defence Research Board, Ottawa (Ontario). Defence Research Analysis Establishment.

Report No.—DRAE-37; N73-32845

Pub Date Jun 73

Note—55p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (N73-32845, MF \$1.45, HC \$4.75)

Document Not Available from EDRS.

Descriptors—*Armed Forces, *Economic Development, *Educational Programs, Foreign Countries, *Social Development

Identifiers—Canada

The education and training provided by the Canadian Armed Forces is analyzed in consideration of its contribution to both the economic and social aspects of national development. From this analysis it appears that the Armed Forces' extensive formally organized education and training program has an important impact on economic development when qualified military personnel are released into the civilian labor market at an early retirement age. In addition, the informal exchange of knowledge between military personnel and other Canadians, as well as programs such as those for the reserves, summer students, cadets, and professorships of military and strategic studies expand education in areas that contribute to social development. (NTIS)

ED 091 602 CE 001 388

Kellogg, Muriel And Others

Evaluation of Consumer Health Training and Education Programs.

National Urban League, Inc., New York, N.Y.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Report No.—HEW-HSMHA-71-9; PB-225-282

Pub Date Jan 73

Note—128p; Portions of this document are not fully legible

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (PB-225 282/3, MF \$1.45; HC \$8.50)

Document Not Available from EDRS.

Descriptors—*Communication Problems, *Consumer Education, Educational Needs, Health Activities, *Health Education, *Health Programs, *Health Services, Participant Characteristics, Participant Involvement, Participant Satisfaction, *Program Evaluation

Identifiers—Health Delivery Systems

PL89-749, passed in 1966, included a number of provisions for increasing participation of consumers in the improvement of the health care delivery system, including development of training programs to equip consumers for participation in the health planning process. The evaluation attempts to ascertain the direct effect of training programs on consumer participation by assessing differences in program content and structure, identifying training patterns and the resulting attitudinal and behavioral changes in the consumer trainees. It was found that format is a significant factor affecting trainee behavior, and that weekend retreat formats were associated with favorable outcomes such as attendance, program completion, trainee involvement in program planning, and increased health activities after the programs ended. A majority of trainees were women over 30; if young consumers are to be reached by these programs the training content must be altered to reflect their needs. Communication difficulties between consumers and providers due to educational, social, and

economic status differences were clearly an obstacle. (NTIS)

ED 091 603 CE 001 389

Training Student Volunteers.

ACTION, Washington, D.C.

Pub Date [72]

Note—131p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Adult Learning, Educational Needs, Educational Objectives, Group Dynamics, *Manuals, *Student Volunteers, *Training Techniques, *Volunteer Training

The manual is designed to help student volunteer leaders and others plan and conduct training activities for student volunteers. It exposes student volunteers to skills, knowledge, and attitudes necessary to perform competently. Section 1 covers the assessment of training needs and the establishment of training objectives while section 2 shows how to complete a design based on those needs and objectives. Section 3 focuses on training techniques and covers climate setting, goal agreement, and conducting sessions. Sample techniques to actively involve the learner in the learning process are included; exercises are for the initial phases of training and are to stimulate trainers to invent learning exercises appropriate to a particular situation. The appendix includes sections that discuss the experiential, participatory theories of adult education as well as a bibliography of design and methodology. (EA)

ED 091 604 CE 001 391

Curriculum Guide for Vocational Teacher-Coordinators of Intensive Business Training.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 72

Note—130p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—*Business Education, *Business Skills, Business Subjects, Clerical Occupations, Clerical Workers, Curriculum Guides, High School Curriculum, Office Occupations, *Office Occupations Education, *Office Practice, Secretaries, Skill Development

Identifiers—*Intensive Business Training

Intensive Business Training in Mississippi is designed to prepare students for immediate employment in secretarial and clerical jobs in a business office. It includes the learning and mastering of office procedures and techniques, with emphasis on depth and practice of putting basic office skills into vocational experience and practice. The two or three consecutive class periods time block offers additional laboratory time to develop depth training in skills and enables the teacher-coordinator to integrate the course content to produce a qualified office worker. The manual (used as supplementary material to a civil service training guide in preparing students to take the civil service examination) contains the following suggested units: business communications; calculating machines, clerical record keeping, consumer education, duplicating processes, the executive typewriter, filing and records management, graphic arts, human relations, data processing, job orientation, machine transcription, office simulation, office transcription, office typewriting, reference activities, shorthand transcription, and travel and transportation. Each unit includes a job description, general and specific objectives, course content, student activities, suggested materials, evaluation, sample test questions, and a bibliography. Three teacher-designed integrated projects are included. (SC)

ED 091 605 08 CE 001 392

Shill, James F. And Others

The Career-Centered Curriculum for the Vocational Complexes in Mississippi. Final Report.

Mississippi State Board for Vocational Education, Jackson.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—0-361-0067

Pub Date Jun 73

Contract—OEC-0-70-5177(361)

Note—219p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

POSTAGE

Descriptors—Attitudes, *Career Education, Community Colleges, Community Cooperation, Disadvantaged Youth, Dropout Prevention, Educational Coordination, Elementary Grades, Inservice Teacher Education, Integrated Curriculum, *Pilot Projects, *Program Descriptions, *Program Evaluation, Remedial Programs, Secondary Grades, Technical Education, Vocational Counseling, *Vocational Development, Vocational Education, Work Experience Programs

Identifiers—*Career Awareness, Mississippi

The document is the final report of a three-year exemplary program designed to develop and demonstrate a coordinated and integrated program of career development from the first grade through postsecondary vocational-technical education in a county school system serving a population termed disadvantaged. Heavy emphasis was placed on reorientation of the school concept of occupational education and on a concerted remedial program operated for students identified as potential dropouts. The document includes three 50-page third-party annual evaluations following the project description and a thorough recounting of results and accomplishments. Each evaluation includes background statistical data presented in tables, maps, structural models, samples of printed material and public relations items from local newspapers as well as a program description, evaluation analysis, recommendations, and a summary. Assessments of occupational orientation teachers and remedial teachers' attitudes; student achievement; curriculum materials; and of teacher, parent, and student attitudes to the career education concept and to the adequacy of public relations efforts are included in the third evaluation. (AJ)

ED 091 606 CE 001 399

Curry, Evans W.

A Theoretical and Conceptual Reformulation of the Concept "Anticipatory Goal Deflection" and a Strategy for Future Research.

Pub Date 73

Note—19p.; Paper presented at the Annual Meeting of the Southern Sociological Society (36th, Atlanta, Georgia, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Achievement, *Conceptual Schemes, Educational Philosophy, Educational Sociology, Models, *Occupational Aspiration, Racial Factors, Sex (Characteristics), Social Psychology, *Status, Success Factors, *Theories

Identifiers—Anticipatory Goal Deflection, *Career Expectations

This paper deals with the broad area of status attainment, attempting to restructure the concept of anticipatory goal deflection (AGD) (distinction between career expectations and aspirations; Kuvlesky and Bealer, 1966) "so as to optimize its integration into a theoretical structure based on sociological and social psychological research and theory." A review of past research on this topic has revealed conflicts with the AGD in accounting for the importance of the goal achieved as well as the achievement per se. A general success index must reflect both personal and social success. The shifting of emphasis from AGD to anticipatory success has created a new concept of AGD which is an inverse function of anticipatory success. A system of relationships, which possesses a systematic logic in terms of sociological and psychological research and theory, may be represented in a recursive model incorporating two types of anticipatory success, educational and occupational, as well as achievement motivation, occupational goal impedance, and status factor. The general model which evolved from this study has yielded nine testable hypotheses; it should be evaluated as a general model and then analyzed controlling for race, sex and race, and sex. (EA)

ED 091 607 CE 001 682

[Continuing Education Programs in Nursing. Two Documents: The Florida Nurses Association Landmark Statement and Maryland Practical Nurses Association Continuing Education Program.]

Florida Nurses Association, Orlando.; Maryland Licensed Practical Nurses Association, Baltimore.

Pub Date 73

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Academic Records, Adult Education, Certification, Credits, *Educational Certificates, *Educational Objectives, Noncredit Courses, *Nursing, *Professional Continuing Education, Program Descriptions, Recordkeeping, Standards

Identifiers—*Continuing Education Unit

In working toward a goal of encouraging all nurses to participate in continuing education programs, the Florida Nurses Association has defined its standards for continuing education certification. A certification board was established, and the purpose for certification outlined. Four concepts are explained in the standards: certification, the manner in which recognition is given, how the continuing education unit (CEU) is to be used, and the certification requirements. Activities and professional participation are considered in examples of the contact hours and their relationship to the CEU. Procedures for obtaining CEU for programs are outlined. The Maryland Licensed Practical Nurses Association defines the continuing education program, states the objectives which the application for CEU will fulfill, and outlines the continuing education program administration. Procedures for recording CEU are itemized, and standards for assigning credit established. Licensure requirements are restated. (AG)

ED 091 608 CE 001 683

[The Individual Education Unit (IEU) and Its Place in Continuing Education]. Cadence. Special Continuing Education Issue.

American Society for Medical Technology, Belaire, Tex.

Pub Date Dec 73

Note—70p.

Available from—American Society for Medical Technology, 5555 West Loop South, Bellaire, Texas 77401

Journal Cit—Cadence; v4 n6 p1-70 Nov/Dec 1973

Document Not Available from EDRS.

Descriptors—Adult Education, *Adult Education Programs, *Educational Trends, *Health Occupations Education, *Medical Education, Noncredit Courses, Post Secondary Education, *Professional Continuing Education, Technical Education

Identifiers—*Continuing Education Unit, Individual Education Unit

This special continuing education issue announces the Professional Acknowledgement for Continuing Education (P.A.C.E.) Program and the Individual Education Unit (IEU). The IEU is offered in recognition of one hour of participation in a continuing education learning experience that may not qualify for use of the Continuing Education Unit (CEU) (which requires 10 hours of participation). Medical technology's wide range of educational opportunities finds use of both the IEU and CEU appropriate and, exploring current applications of both concepts, seven timely articles are presented: Professional Societies and Continuing Education by David Lindberg, P.A.C.E. by Gregory C. Roach, Continuing Education; National Observations by Fred Struve, Why Equivalency? For Whom? And How? by Thelma Golden, Social Factors Influencing Medical Technology Education by Willa Hedrick, and Continuing Education—Why Is It Necessary? by Annamarie Barros. This collection of articles answers many questions regarding the CEU and is valuable as documentation of the relevance and current application of the CEU for professional continuing education. (MW)

ED 091 609 CE 001 684

Glancy, Keith E. Rhodes, John A., Jr.

The Continuing Education Unit. Criteria and Guidelines. Final Report of the National Task Force on the Continuing Education Unit.

National Univ. Extension Association, Washington, D.C.

Pub Date 74

Note—42p.

Available from—National University Extension Association, One Dupont Circle, N. W., Washington, D. C. 20030

Document Not Available from EDRS.

Descriptors—*Administrator Guides, *Adult Education, Credits, Educational Improvement, *Educational Needs, Guidelines, Noncredit Courses

Identifiers—*Continuing Education Unit

The continuing education unit (CEU) has been designed to facilitate the accumulation and exchange of standardized information about individual participation in noncredit continuing education. The CEU is to be applied only after content, format, and methodology have been determined to avoid creating stereotypes in terms of program length, methods, or formats used in meeting educational objectives. One CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. It has several uses for the individual, professional organizations, and educational administration. In awarding the CEU, administrative and program criteria must be considered. Appropriate use of the CEU is determined by Task Force guidelines. The CEU is a development resulting from the work of a task force appointed by the National Planning Conference on the Feasibility of a Uniform Crediting and Certification System for Continuing Education. (AG)

ED 091 610 CE 001 768

Lokan, J. Isabelle, L. A.

Differential Validities for Shop Courses: Proposal B: Follow-Up of Subjects' Work Experiences. Final Report. Vol. 2: Questionnaire and Interview Materials.

Ottawa Board of Education (Ontario). Research Centre.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date Apr 73

Note—57p.; For Vol. 1, Procedures and Results, see ED 087 888; For a brief presentation of the main findings see ED 087 889

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Affective Objectives, *Data Collection, Employee Attitudes, Employer Attitudes, Followup Studies, Job Skills, Low Ability Students, Manpower Needs, *Program Evaluation, Question Answer Interviews, *Questionnaires, Shop Curriculum, Success Factors, *Vocational Followup, Vocational High Schools, *Work Attitudes

The questionnaire and interview materials which form the document were used in a followup study of 1,500 students who attended a 2-year occupational high school; the materials attempt to relate predictor measures to success during training and subsequent job success. The document includes two brief student questionnaires (one for those still in school and another for those who have left) seeking biographical data and work/school history and attitudes; an interview form for an indepth followup of selected respondents from the group of former students; an interview form for employers, exploring work attitudes of former students and the relevance and effectiveness of the school's training program; a form for teachers' rating of course objectives; and a questionnaire form for a followup telephone interview of former students. Cover letters, advance notifications, and letters of thanks are also included. (AJ)

ED 091 611 CE 001 769

A Computerized System for Multi-Institutional Filing and Reporting of Continuing Education Units: Policies and Procedures, Forms, Instructions, and Computer Printout.

Missouri Univ., Columbia. Extension Div.

Pub Date 74

Note—161p.; Storage layout directions and computer printout examples may reproduce poorly

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—Academic Records, *Administrator Guides, Administrator Role, *Adult Education Programs, *Computer Programs, Computer Storage Devices, Data Collection, Educational Certificates, Educational Planning, Guidelines, *Interinstitutional Cooperation, Noncredit Courses, Post Secondary Education, *Record Keeping, Records (Forms)

Identifiers—CEU, *Continuing Education Unit, Missouri

This package consists of two descriptive documents and the complete computer printout used in the multi-institutional recording system for Continuing Education Units (CEU) earned in the University of Missouri statewide program. Stephen A. Douglas' "A Method of Recording Participation in Continuing Education Programs

(the CEU)—The University of Missouri-Rolla Model" offers a survey of the computerized system in use at that institution. The second document presents a policy statement, discusses administrative procedures, and offers guidelines for: (1) the development of a standard recording, storage, and retrieval system for CEU programs; (2) the provision of summary records of individual participation; and (3) the accumulation, updating, and transfer of CEU records. The basic output of the CEU system will be a roster and CEU certificate, but it also functions as a general inquiry system for the student, counselor, and administrator. Completing the collection, and of particular interest to program planners and registrars, storage layout directions and descriptive flow charts are included with the 108-page computer printout. (MW)

CG

ED 091 612 CG 007 414

Hemzing, Esther D., Ed.

Children and Drugs.

Association for Childhood Education International, Washington, D.C.

Pub Date 72

Note—65p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$2.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Children, Community Responsibility, Drug Abuse, *Drug Education, Elementary School Students, Pamphlets, *Parent Child Relationship, *Parent School Relationship, Program Descriptions, Socially Deviant Behavior, *Teacher Role

This bulletin attempts to set the problem of drug abuse among children in its social perspective. It includes a reprint of the report of the Conference on the Use of Stimulant Drugs in the Treatment of Behaviorally Disturbed Young Children, and offers guidelines to the teacher who may suspect a child is using drugs. Also included are suggestions for effective ways of working with children and their parents that may help to bring about changes in education and society that could eradicate the need for drug abuse. Several programs for drug education and a bibliography are also included. (Author/LKP)

ED 091 613 CG 008 663

Shelton, John L. Corazzini, John G.

The Art of Referral in a University Setting. Student Development Paper, Vol. 4, No. 1, 1972-74.

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date 74

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Students, *Counseling Effectiveness, Counselor Functions, Helping Relationship, *Referral, *Role Theory, State of the Art Reviews, *Student Personnel Services, Student Personnel Workers, Universities

Although referral from one campus agency to another is common, little has been written about the process, and less effort expended evaluating it. Instead of viewing referral in a mechanistic manner, it is suggested that referral include a human factor and be seen as a "transfer of trust." The paper discusses the roles of the various participants in the referral process as well as several of its dimensions including: wholistic/atomistic, horizontal/vertical, and personal/institutional. Recommendations for the sending professional and agency training are included. (Author)

ED 091 614 CG 008 748

Keep Out!

Charlotte Drug Education Center, Inc., N.C.; Charlotte Junior League, N.C.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Pub Date 73

Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Curriculum Books, Decision Making, *Drug Education, *Elementary School Stu-

dents, Human Relations, Interpersonal Competence, *Self Esteem

This curriculum guide, consisting of a student's booklet and a teacher's guide, is designed to increase the student's self-esteem by helping him recognize and develop his own talents, his ability to understand and communicate with others, and his ability to make use of his own decisions. The objective is to prevent any future tendency to turn to drugs to achieve feelings of companionship or worth. The booklet is a private journal in which the student writes responses to such phrases as "these are my good points" or "sometimes adults really bug me because...." The teacher's guide contains instructions on how to use the booklets as well as descriptions of classroom activities to be used along with the booklets. The program is divided into four units with the following objectives: (1) help students develop a positive self-image; (2) develop the ability to relate to and communicate with others and accomplish meaningful friendships; (3) develop decision making ability and a sense of responsibility; and (4) pull together ideas expressed in the previous units. The total program, which is designed for use in sixth-grade classes, is intended to cover a period of several months. (RWP)

ED 091 615 CG 008 789

A General Survey of Free Clinics As Alternatives To Existing Health Care Institutions.

Office of Youth Development (DHEW), Washington, D.C. Div. of Youth Activities.

Pub Date Oct 72

Note—59p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Clinics, *Community Health Services, Females, *Health, *Medical Services, Neighborhood, Surveys

Identifiers—*Free Clinics

This survey reports on 13 free clinics in Ann Arbor, Minneapolis, Baltimore, Washington, D.C., Somerville (Mass.), New Orleans, and Metropolitan Los Angeles. It defines free clinics and notes various types, such as street clinics, neighborhood free clinics, women's free clinics, youth clinics and sponsored clinics. A short history and philosophy of free clinics is presented along with the functional aspects such as facilities, record systems, and types of services provided. The survey also discusses funding of free clinics and makes recommendations for action for free clinics in the future. Copies of several issues of a newsletter called People's Free Medical Clinic are included in this article but are available only in hard copy. (EK)

ED 091 616 CG 008 821

Huebner, Lois And Others

Students, the College Environment, and Their Interaction. Student Development Report, Vol. 11, No. 3, 1973-74.

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date 74

Note—45p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Aspiration, *College Environment, *College Students, Counseling Programs, Individual Development, Interpersonal Relationship, *Personal Growth, *Student College Relationship, *Student Reaction, Surveys

Identifiers—*College and University Environment Scales, College Student Questionnaire, Research Reports

With the variation in colleges and individuals, it is imperative that studies be undertaken to describe and understand these differences in order to plan programs that will enhance an individual's growth within his environment. This study describes student perceptions of the Colorado State University environment. Subjects were 300 undergraduate students. Demographic characteristics of the student body are reported as well as scale scores from the CUES and CSQ and results of an instrument item analysis. These results are discussed at both a general and specific college level. The study includes recommendations. (Author)

ED 091 617 CG 008 823

Ross, Sue Goetz

The Timing and Spacing of Births and Women's Labor Force Participation: An Economic Analysis.

Columbia Univ., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 74

Note—195p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Birth Order, *Educational Background, *Family Planning, Females, *Labor Force, Mothers, Research Projects, *Working Women

Empirical tests of hypotheses developed in a discussion of income and substitution effects support the hypotheses and show that women with more education have their first birth (B1) sooner after leaving school than less educated women; also, an additional year of schooling raises the woman's age at B1 by only about one-half year. The higher the wife's education, the shorter the total interval between B1 and the last birth (Bn), given family size; the effect is even stronger if family size is not held constant. *Ceteris paribus*, more education for the husband, led to postponement of B1. Higher family income resulted in an earlier B1 and a longer total interval. Women with more education worked during more of the period before B1, were more likely to work after either B1 or Bn, and worked sooner after Bn. If family income was high, she was less likely to work after B1, but if she worked, it was more likely to be between births. If she worked only after Bn, the high income woman's last child was older when she (re-) entered the labor force. (Author)

ED 091 618 CG 008 826

Skipper, Charles E.

The Personal Development of Adolescents with Average Intellectual Ability in a High Ability Suburban School District.

Pub Date Apr 74

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Academic Ability, *Average Students, High School Students, *Personality Development, Research Projects, Self Concept, Sex Differences, *Student Characteristics, *Suburban Schools

Identifiers—*California Psychological Inventory

This study examines the impact of a high ability suburban school district on the personal development of adolescents with average mental ability who had always lived in the community and attended its schools. Two groups were identified to determine the influence of academic and intellectual competition on personal development. An "average ability" group that was average on the national norms of the School and College Ability Test was compared to a "higher ability" group that was average on the suburban district's own norms. Correlation coefficients were computed between measures of personality development which consisted of the Capacity for Status, Self-Acceptance, Sociability, Achievement via Conformance, and Intellectual Efficiency scales of the California Psychological Inventory and level of intellectual ability to determine if level of ability rather than peer competition was influencing personality development. Results indicate that a lifetime of educational competition with highly intelligent peers more adversely affects the personal development of average ability females than males. (Author/HMV)

ED 091 619 CG 008 828

Wilson, Kathryn A. Thompson, Donald L.

A Process Model for Vocational Evaluation of High-Risk Rehabilitation Clients.

Pub Date Jan 74

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Job Placement, Program Descriptions, *Project Training Methods, *Rehabilitation Programs, Simulated Environment, *Task Performance, Training Laboratories, *Vocational Training Centers, *Work Experience Programs

The evaluation and placement of rehabilitation clients has been problematic. In addition to physical and emotional problems, these individuals suffer from a variety of unique handicaps. With this in mind, a program was developed to assess the present abilities and future potential of such a client to perform certain work tasks. Subjects were public assistance recipients who expressed

interest in receiving vocational assistance. The program was generally seven weeks long during which time the client had the opportunity to participate in a wide variety of work tasks. Through the use of work modules designed to simulate work activities in entry level jobs, such qualities as judgement, perseverance, coordination, and dexterity could be observed by the trained evaluators. In addition, the program was designed to simulate real work settings where clients were expected to follow normal work routine. Follow-up data and client reaction indicate that the program has been productive in aiding high risk clients in assessing their present ability to perform in a competitive job market. (Author/HMV)

ED 091 620 CG 008 848

Campbell, Patricia B.

Feminine Intellectual Decline During Adolescence.

Pub Date Apr 74

Note—13p.; Presented at the American Educational Research Association annual meeting (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Adolescence, Age Differences, *Females, *Intellectual Development, *Intelligence Differences, Research Projects, Role Perception, Secondary School Students, *Sex Differences, Social Influences

The purpose of this study was to investigate further the relationship between sex and a decline of intellectual abilities during adolescence and to examine some personality differences between young women who declined in intellectual abilities during adolescence and those who did not. Differences examined were: need to be included, need to be liked, need to be controlled, need to control, view of self as an active person, view of specific jobs as being for one or both sexes and view of the role of women in man/woman relationships. High school seniors (290 girls, 181 boys) from two public and two parochial schools in rural, urban, and suburban areas of New York participated in the study on a volunteer basis. Seventh and twelfth grade IQ scores of each student were compared, and female subjects were given the FIRO-B test, a semantic differential scale on "myself", an inventory of jobs to categorize for males, females or both, and questions on the importance of female inferiority in the dating relationship. The phenomenon of female intellectual decline during adolescence evidenced itself in this study, and young women who declined saw themselves as closer to the passive nonassertive ideal of a woman than did young women who did not decline. (Author/HM)

ED 091 621 CG 008 864

Doing Drug Education: The Role of the School Teacher.

Southern Regional Council, Atlanta, Ga.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Nov 72

Note—56p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Alcoholism, *Drug Education, Individual Development, Program Design, *Student Needs, *Teacher Attitudes, *Teacher Role, *Teaching Skills

This report reflects the deliberations of two workshops that focused on teacher training for the role of drug educator in the schools, grades K-12. The objective of these two sessions was not to design a curriculum or training program but rather to determine what competencies a teacher needs to serve as an effective drug educator. The competencies outlined are designed to meet the drug education needs of students, rather than to satisfy the perceptions and biases of different adult groups. Four philosophical tenets underlie the report: (1) The drug problem is a people problem, not a problem inherent in the existence of pharmacological substances; (2) Problems drug use is a behavior pattern usually directed toward avoiding the user's personal problems; (3) The teacher has the ability and responsibility to help students learn how to use drugs responsibly and to find alternate solutions to personal problems; and (4) The teacher should serve more as a facilitator of learning than as an imparter of knowledge. The report defines several terms in its discussion of conceptual issues and examines student needs in drug education by age group.

Competencies for the role of drug educator are described in three categories: values and attitudes, skills, and knowledge. (Author/NM)

ED 091 622 CG 008 866

Non-Sexist Education for Survival.

National Education Association, Washington, D.C.

Pub Date 73

Note—34p.

Available from—National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (NEA Stock No. 385-11612)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Bias, Civil Rights, *Females, Feminism, Literature Reviews, *Nondiscriminatory Education, Sex (Characteristics), Social Values, *Stereotypes, Womens Studies, *Working Women

This collection of 11 articles focuses on sexism in education. "The Socialization Process" refers to schools which, intentionally or not, reinforce cultural and sexual stereotypes, and maintains that schools should provide a model of non-stereotypic education. "Sex Role Stereotypes" discusses certain educational conventions which still stereotype women and minorities by limiting interaction and by reinforcing beliefs about their lesser ability and value. "Education for Survival" proposes some changes necessary for non-sexist education. "Education and Economic Survival" maintains that groups without power or secure prospects of economic survival cannot effect change. "Counseling for Careers" interviews the directors of seven college placement centers to discover where they are sending women graduates. "Schools and Physical Survival" discusses women and physical activity. Many of the pluses of being a woman are described in "The Female of the Species." "Sexual Stereotypes—Psychological and Cultural Survival" relates many common stereotypes of Chicano child-rearing practices. The historical legacy and present reality of the black woman is examined in "Black Woman." "Varieties of Denial" points out sexual stereotyping in education. "Sister and Brother? Getting Ahead Together" contends that black men and women must move ahead together to eliminate racism and sexism. (Author/HMV)

ED 091 623 CG 008 867

Sex Role Stereotyping in the Schools.

National Education Association, Washington, D.C.

Pub Date 73

Note—71p.

Available from—National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Aspiration, Books, Discriminatory Attitudes (Social), *Equal Education, *Feminism, *Nondiscriminatory Education, *Sex Discrimination, *Sex Stereotypes, Social Attitudes

A collection of nine separate articles, this book discusses both the subtle forms of sex role stereotyping in our schools (e.g., teachers never asking girls to run the audiovisual equipment) and some of the more flagrant forms (discouraging boys from taking home economics). It refers to a recent study of teachers' attitudes which indicated that, while all of the participating teachers felt that they treated students fairly and equally, most of these educators still differentiated ideal behaviors by sex. It discusses sex discrimination in such areas as school athletics and textbooks and also includes an article on counselor attitudes towards the vocational aspirations of girls, as well as research on the child's view of sex roles. Finally, the book presents some ideas on alternatives to a sexist curriculum, and gives an account of one woman's attempts to create a nonsexist educational environment in her daughter's school. (HMV)

ED 091 624 CG 008 880

Divney, Esther P.

First, They are Children.

Arkansas Valley Board of Cooperative Services, La Junta, Colo.

Pub Date [74]

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Body Image, *Child Development, Disadvantaged Environment, Elementary School Students, *Identification (Psychological), *Individual Differences, Learning Readiness, Literature Reviews, *Self Concept, Self Esteem

Identifiers—Board of Cooperative Educational Services, BOCES, *Elementary Secondary Education Act Title VII, ESEA Title VII

One of a series of nine articles which review recent educational literature and offer hints to teachers, this paper examines children as potential adults. They bring to school with them all the diversity and advantages or disadvantages of their homes, families, and environments. From all these influences each child has developed a picture of himself, a self-image. We do not know exactly how a self-image is created, but we can and must try to help each child see himself more clearly. Classroom teachers can help children look at themselves carefully in a mirror, to see their outside features which show prominently to the world. Photographs of individual children provide permanent proof of how they look and give confidence to awakening self-images of disadvantaged children. The importance of being an individual can easily be reinforced in the classroom by the recognition of the child's birthday. These are some starting points for working with each child on his self-image; every child has needs to be met in these basic areas. Enlarging and clarifying self-image is a lifelong process, but boosts toward self-identification and self-importance given during the early school years promote success in school. (Author/NM)

ED 091 625 CG 008 881

Divney, Esther P.

Helping Improve a Child's Self-Image.

Arkansas Valley Board of Cooperative Services, La Junta, Colo.

Pub Date 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Attitude Tests, Child Development, *Childhood Attitudes, Elementary School Students, *Identification (Psychological), Negro Students, Research Reviews (Publications), *Role Models, *Self Concept, *Self Esteem

Identifiers—Board of Cooperative Educational Services, BOCES, *Elementary Secondary Education Act Title VII, ESEA Title VII

This document reviews a doctoral dissertation on the self-concepts of Negro children for suggestions teachers can use in the classroom to improve the self-images of their own students. Many psychologists and educators view the attitudes and conceptions that the child has about himself as the central factor in his personality, and studies have shown a positive correlation between acceptance of self and acceptance of others. The doctoral project (1970) tested sixth grade students for self-acceptance and acceptance of others before and after a 16-week interaction with adult community models. Comparison of scores with a control group showed that the experimental group made significant gains in self-acceptance and acceptance of others. An implication drawn from the dissertation is that the teacher provides every child with an adult model for 180 days a year. The suggestion is made that teachers should invite to the classroom adult guests who are good, substantial, necessary citizens, for the purpose of broadening children's knowledge of the community, the world of work, and the adult world they are eager to enter. In growing more accepting of these adults, the children grow more accepting of themselves and thus improve their self-concepts. (Author/NM)

ED 091 626 CG 008 885

Hurst, James C. And Others

Current Fees Charging Practices and Perceptions

in College and University Counseling Centers.

Colorado State Univ., Ft. Collins. Univ. Counsel-

ing Center.

Pub Date 74

Note—14p.; Student Development Report,

Volume XI, No. 4, 1973-74

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Counseling Centers, *Educational Finance, *Fees, *Financial Policy, Outreach Programs, Questionnaires, Research Projects, *Student Personnel Services, Testing

A questionnaire designed to assess the practice of charging special fees for counseling, testing, and outreach programs as well as the perceptions of counseling center directors on the fee issue was sent to 281 Directors of college and university counseling centers. Two hundred and twenty-five (80%) were returned. The results indicated that approximately one-third of the agencies received partial funding from student fees. Only three percent receive compensation from student or faculty insurance programs. Charging fees for counseling services to students is a practice of only four percent of the respondents, a proportion which has remained stable over the past ten years. In contrast, the proportion of agencies which charge fees for testing have increased from 11 to 34% over the 10 year period. Although 81% of all respondents were against charging fees for services, only 51% indicated that the fee issue was discussed on their campus within the past year. (Author)

ED 091 627 CG 008 887
Lukas, Jerome S.

The Effects of TM on Concurrent Heart Rate, Peripheral Blood Pulse Volume, and the Alpha Wave Frequency.

Pub Date [73]

Note—18p.; Presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, August 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adults, *Blood Circulation, *Heart Rate, Human Body, *Individual Development, Mental Health, Physical Health, *Psychophysiology, Research Projects, *Self Control

Identifiers—*Transcendental Meditation

Through observation of 26 subjects over a 3 month period, this research project measured the effects of transcendental meditation (TM) on concurrent heart rate, peripheral blood pulse volume, and the alpha wave frequency. The subjects were assigned randomly to three groups. One group practiced TM as prescribed by the International Meditation Society; another followed the meditation procedure but used an English mock mantra; the third made no change in daily routine. Two "blind" measurements were made of subjects before they learned and began their respective procedures and one measurement a month for three months during practice of their procedures. Experimental results suggested that: (1) practice of TM or routine daily rests over a 3-month period had little effect on heart rate or peripheral blood pulse volumes; (2) when compared with practicing routine rest over 3 months, practicing TM appears to have little effect on, or possibly reduces, the relative frequency of appearance of the parietal alpha rhythm; and (3) there is some suggestion that practice of TM for 3 months may instill a state similar to that of sleep stage 1 during the meditating period. (Author/NM)

ED 091 628 CG 008 889
Richardson, Bill K. Obermann, C. Esco

Counselors' and Supervisors' Perceptions of Professional Development Practices.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ARR-TC-719

Pub Date Oct 72

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Counselor Training, *Inservice Education, *Professional Education, Program Attitudes, *Rehabilitation Counseling, Research Projects, Training, Vocational Counseling

This paper examines the perceptions of state agency vocational rehabilitation counselors and supervisors in regard to the values they attach to present inservice education programs and to supervision. Subjects were 282 rehabilitation counselors and 64 supervisors employed in state and federal vocational rehabilitation programs in Iowa, Illinois, and Minnesota, all of whom completed a questionnaire. The study considered two variables, amount and type of training, in determining whether "trained" and "untrained" vocational rehabilitation counselors and supervisors differed in their evaluations of present in-

service education programs and supervisory consultation. Results indicate a significant difference in the perceptions held by trained vocational rehabilitation counselors and untrained supervisors with respect to the value of inservice training in job performance. Both trained and untrained counselors perceived their current inservice programs as more helpful in the performance of their jobs than did trained and untrained supervisors. (Author)

ED 091 629 CG 008 891
School Psychological Services Handbook.

Livingston-Steuken-Wyoming Board of Cooperative Educational Services, Leicester, N.Y.

Pub Date 73

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Evaluation Criteria, *Guides, Handicapped Students, Manuals, Professional Training, *Psychological Services, Referral, *Role Perception, *School Psychologists, School Services

Identifiers—Board of Cooperative Educational Services, BOCES

This handbook is designed as an aid to administrative, instructional and pupil personnel staff in understanding and making efficient use of school psychological services. New personnel joining a psychological services staff will find this handbook valuable as it defines the various roles, relationships, and procedures involved in such a position. The handbook may also serve as a tool for the maintenance of an on-going evaluation program. An extensive section on education for the handicapped is included. (LP)

ED 091 630 CG 008 893
Drug Enforcement Administration.

Department of Justice, Washington, D.C.

Pub Date [74]

Note—68p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Drug Abuse, Drug Education, *Drug Legislation, Government Publications, *Law Enforcement, *Legislation, Lysergic Acid Diethylamide, Marijuana, Narcotics, Social Problems

This fact sheet contains information relating to drug abuse and abusers; drug traffic legislation; law enforcement; and descriptions of commonly used narcotics, stimulants, depressants, and hallucinogens. Also included is a short but explicit listing of audiovisual aids, an annotated bibliography, and drug identification pictures. The booklet concludes with a description of the Special Action Office for Drug Abuse Prevention. (RWP)

ED 091 631 CG 008 897
Fowler, Jack R.

An Aggressive Post-Secondary Career Placement Program.

State Fair Community Coll., Sedalia, Mo.

Pub Date 73

Note—44p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Career Planning, College Role, Employment Services, *Job Placement, *Junior College Students, Program Descriptions, *Recordkeeping, Speeches, *Student Personnel Services

Identifiers—Missouri, Sedalia, *State Fair Community College

This two-part document includes a description of the job placement component of State Fair Community College's (SFCC) vocational-technical division which, since 1971 has placed an average of 96% of its graduates in fields directly related to their training. The program was modeled after successful programs in secondary and post-secondary schools in various parts of the country, and the placement service is available, free, to the following groups: all SFCC vocational-technical graduates, dropouts from the program who have salable skills, SFCC graduates with A. degrees, and alumni. A second part of the document is a collection of sample forms, questionnaires and other materials prepared by the SFCC Placement Office for an APGA workshop on "Career Placement, Whose Responsibility?" The materials can serve other institutions as reference points for establishing or updating their own placement and recordkeeping

system, and include: job vacancy form, job vacancy bulletin board card, student interview form, placement registration card, monthly placement planning schedule, monthly placement report resume, and student survey. (Author/CJ)

ED 091 632 CG 008 900
Blackmon, Michael E.

Preparation for Parenthood. Evaluation Plan and Program Evaluation.

Waco Independent School District, Tex.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 73

Note—134p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Comparative Analysis, *Demonstration Programs, *Evaluation Methods, *Pregnant Students, *Program Evaluation, Research Design, Social Problems, *Special Services

Identifiers—*Preparation for Parenthood, Texas, Waco

Preparation for Parenthood is a city-wide program designed for the purpose of: (1) decreasing the complication of pregnancy for school-age girls due to poor nutrition and poor prenatal care, and consequently reducing infant mortality, mental retardation, and birth defects; and (2) enabling the girls to continue their educational ambitions, thus enhancing their prospective attainment of social goals. Any pregnant girl residing in the Waco Independent School District is eligible for admission by providing a signed statement from a medical doctor that she is pregnant and signed approval by a parent to attend the special classes. This paper is an outline of the program evaluation plan which is intended to assess the project's effectiveness in the following areas: (1) promoting continuance in school, (2) improving the outcome of pregnancy, and (3) reducing the number of subsequent pregnancies. A comparison with control groups will provide the measure of effectiveness. The evaluation design will lend itself to direct and continuous feedback to the program and enable programmatic changes during the academic year. The continuous feedback from such a design will permit changes in the program to be made at the end of each semester rather than waiting until the end of the year. (RWP)

ED 091 633 CG 008 905
Gordon, Ira J.

Children's Views of Themselves.

Association for Childhood Education International, Washington, D.C.

Pub Date 72

Note—42p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (HC \$2.05)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Behavior Development, Books, Case Studies, *Childhood Attitudes, *Children, Self Actualization, *Self Concept, *Teacher Role

This booklet discusses the many individual ways in which boys and girls develop their self-concepts, and points out that often a child's picture of himself may not be a true one; it may have come to him through adults who see him through blinders which may come from biases concerning certain ethnic or cultural groups and which prevent the adults from seeing him as he really is. Geared to educators, the document suggests ways in which teachers can help children to achieve greater self-respect as they learn about their own ethnic backgrounds and the part their people have played in building our country. (Author/HMV)

ED 091 634 CG 008 906
Landsman, Ted

The Humanizer.

Pub Date 73

Note—21p.; Presented at the Annual meeting of the American Orthopsychiatric Association (50th, New York, New York, June 1, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavior Change, *Change Agents, *Humanization, Personality Theories, Program Descriptions, *Psychotherapy, *Social Influences, Speeches, Therapists

Traditional forms of psychotherapy have dealt with helping the client change in order to better cope with society. This speech suggests that another form of psychotherapy would encourage the therapist to work to change society. The author contends that since social conditions are often the cause of psychosis, social conditions ought to be the basis for some alternative forms of psychotherapy. He proposes that therapists see themselves as agents of change in a society which is dehumanizing and destructive of self, joy and responsible satisfaction. He identifies new personality problems produced by modern society and describes the modern well-adjusted personality. He also describes an agency which he developed in which concerned individuals devote their careers just to humanizing themselves and second, to initiating projects and approaches which would direct their own disciplines toward humanizing societies and institutions. (Author/HMV)

ED 091 635 CG 008 907

Mullins, Cecil J. And Others
Variables Related to Pre-Service Cannabis Use in a Sample of Air Force Enlistees.
Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-73-33

Pub Date Nov 73

Note—43p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Drug Abuse, *Enlisted Men, *Military Personnel, *Narcotics, Performance Factors, Research Projects, Socially Deviant Behavior

Identifiers—AFQT, Armed Forces Qualification Test

This report is an attempt to add to the existing information about cannabis use, its correlates, and its effects. The sample population consisted of self-admitted abusers of various drugs, identified shortly after entering the Air Force. The subjects (N=4688) were located through the Drug Control Office at Lackland Air Force Base. Variables studied were race, hometown, Aptitude Index, years of education, age or time of enlistment and performance in the Air Force. Study results indicate that: (1) A positive relationship exists between the extent of cannabis use and abuse of other drugs (hallucinogens, amphetamines, barbiturates, opiates, and volatile substances); (2) The percentage of cannabis users is proportionally greater in the North-Northwest and Far West-Pacific Coast than in the Mid-Atlantic, North Central and Far South-Southwest areas; (3) The greater the cannabis abuse, the more likely the subject is to have lower aptitude and fewer than 12 years of education; (4) Cannabis is the drug of preference among whites although Black users abuse it more frequently; and (5) Cannabis users have lower performance ratings and promotion rates compared to the control sample. (EK)

ED 091 636 CG 008 908

Stevens, Charles C.

Long Term Effects of Drug Use on General Mental Ability.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-73-60

Pub Date Dec 73

Note—89p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Armed Forces, *Drug Abuse, *Individual Development, Institutional Research, *Intelligence Differences, *Males, Peer Relationship, Research Projects, Social Values

A private corporation conducted a study for the United States Air Force in 1973, investigating the long term effects of drug use on general mental ability. The air force personnel selected for participation in the study were 3741 known drug users and 6772 controls. Subjects received requests to sign a form allowing their high schools to release their transcripts and test scores to the Air Force. Signed releases were forwarded to the high schools who in turn sent transcripts and test scores to the Air Force. Scores of the various general ability tests which subjects had taken in high school were converted to a standard form and compared with scores on the Airman Qualifying Examination (AQE). Results indicate little or no significant change in mental

ability as a result of drug use. Such differences as did exist cannot be stated to be a function of drug use per se; the fact of drug use seems far more important than any other variable. Peer group influences on drug users and the attitudes of the drug user group toward the Air Force, and possibly toward the AQE, could have differed sufficiently from those of the control group when the subjects took the AQE to cause the slight differences in mental ability observed between the two groups. Extensive (n=46) data tables follow the body of the report. (Author/NM)

ED 091 637 CG 008 909

An Annotated Bibliography on Mental Health in the Schools 1970-1973.

National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 73

Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, *Intervention, *Mental Health, *Mental Health Programs, Prevention, Program Development, Publications, Research Methodology, School Community Cooperation, *School Personnel

This selected bibliography of 200 references provides a guide to the professional literature relevant to school mental health published between the years 1970 and 1973. The annotations which accompany each reference are intended to be factual summaries of the author's methodology and results and are not evaluative or critical. The list is arranged by subject, with selected cross references and is intended to serve as a background and/or reference source for professional and paraprofessional mental health personnel, school administrators, teachers, and community action groups. In addition, it contains prototypes for the various school systems that are planning or evaluating mental health programs. The majority of the references are in the areas of: (1) school mental health and related programs; (2) mental health personnel, including teachers, nonprofessionals, peers, and parents; and (3) prevention and intervention. Though items on treatment in the form of behavior modification is included, material on other types of treatment or other kinds of therapy has been omitted. (Author)

ED 091 638 CG 008 919

Ripstra, Constance C. And Others

Covert Reinforcement: A Partial Replication.

Pub Date 74

Note—12p.; Presented at the American Education Research Association Annual Meeting (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Behavior Change, College Students, *Covert Response, *Learning Theories, Overt Response, *Positive Reinforcement, *Reinforcement, Research Projects, Speeches

A partial replication of an investigation of the effect of covert reinforcement on a perceptual estimation task is described. The study was extended to include an extinction phase. There were five treatment groups: covert reinforcement, neutral scene reinforcement, noncontingent covert reinforcement, and two control groups. Each subject estimated a set of projected circles and was cued accordingly by the experimenter for either over- or underestimation. During the extinction phase, the subject administered the cuing and reinforcement. Results partially substantiated the previous findings in that the three reinforcement groups performed significantly better than did the two control groups. (Author)

ED 091 639 CG 008 921

Pascale, Pietro J. Streit, Fred

A Model for Drug Prevention in the Schools—Critical Period of Intervention.

Pub Date 74

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Adolescents, *Drug Abuse, Health Education, Intervention, *Prevention, *Program Descriptions, Teenagers

The Critical Period of Intervention (CPI) model for drug prevention in the schools is unique in that its underlying rationale rests on

psychological principles, particularly with the concepts of stage developmental theory and critical period theory. The focus of this program is on prevention, not rehabilitation. CPI consists of four phases: identification, diagnosis, intervention, and evaluation. The purpose of the CPI paradigm is not only to identify the potential high-risk students but, more importantly, to constructively intervene at the critical persuasible moment providing practical and concrete forms of helping. (Author)

ED 091 640 CG 008 922

Corcoran, Ellen

Nondecision-Making and Developmental Process.

Pub Date 74

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavior Change, *Communication (Thought Transfer), *Decision Making, *Developmental Psychology, *Intercommunication, Research Proposals, Social Change, *Theories

This paper explores the ramifications and limitations of communication theory and decision theory in analyses of the developmental process. To date, change theory has been of only limited use as a basis for analyses of process in specific developmental efforts and for comparative studies among projects. It is possible that a more adequate basis for analyses of process requires a concomitant concern for theories of communication and decision-making. Concern with decision-making has often focused on who makes decisions and the status of the decision-makers. Such studies have generally assumed recognized decision points and deliberate decision-making rather than decision by default or nondeliberate decision-making, that is, the failure to identify decision points and to recognize the delimiting nature of those decisions being made. An examination of the nondecisions may be more fruitful than of the decisions and decision process. The author considers the interface of decision-making, nondecision-making, and communication, and their interface with change theories, with particular emphasis on their relevance to the developmental process in two naturalistic urban settings. Desired outcomes include the clarification of possible new ways of looking at the developmental process and the stimulation of research on such areas. (Author/RWP)

ED 091 641 CG 008 926

Des Jarlais, Don C.

Age Levels and Social Influence Processes in a Drug Education Program.

Pub Date 74

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Adolescents, Adults, *Age Differences, *Changing Attitudes, *Drug Education, Learning, Narcotics, *Program Descriptions, *Relationship, Social Influences, Speeches

Drug education is conceptualized as a socialization process, particularly as it is related to assuming the adult role. The effectiveness of two processes of social influence, expert power and referent (modeling) power, were measured in three different age groups—early adolescence, middle adolescence, and adulthood—in a drug education program. Learning of factual information and attitude change served as dependent variables. Results indicated strong age-specific effects. Expertise was most effective with adults, modeling most effective with early adolescents. Relationships between effectiveness and age level were monotonic. Implications are drawn for the study of adolescence, the study of attitude change, and the design of drug education programs. (Author)

ED 091 642 CG 008 929

Rude, Stanley H.

Symbolic Modeling of Exploration.

Pub Date 72

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Behavior Patterns, *Curiosity, Discovery Learning, *Models, *Observational Learning, Sex Differences, Speeches, *Stimulus Behavior, Student Interests

Effects of symbolic modeling processes on exploration were investigated. Written narration reporting a novel experience was the symbolic model. Subjects read the material 1 or 3 times (Familiarity), with 1, 8, or 15 inserted exploration statements (Frequency), where such statements were specific or diverse (Exploration Type). With increased Familiarity, the observer's tendency to imitate decreased. Significant Sex x Exploration type, and Sex x Familiarity x Exploration type interactions indicated that males are in general more diversively curious; however, when the symbolic model displayed diverse exploration, females displayed more imitative behaviors. (Author)

ED 091 643 CG 008 936

Johnson, Simon O.

A Plan for Working with Students in a Cross-Cultural Education Program.

Pub Date Apr 74

Note—6p.; Presented at the American Personnel and Guidance Association convention (New Orleans, Louisiana, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, *Culture Contact, *Intercultural Programs, Models, *Negro Students, Program Descriptions, *Race Relations, Racial Integration, *Student Exchange Programs

A cross-cultural program at a southern university is described. The objective of the program was to enable white students to learn more about black culture by spending a quarter at a predominantly black university, and for students from black institutions to spend a quarter at a predominantly white institution. A model to help orient visiting black students to the University of Florida was developed by three counselors assigned to the students. The purpose of the model was to involve the students in activities in the homes in which they lived during the quarter, the local community and the school itself, beginning the first week of the quarter. This was accomplished by: (1) planning activities every week; (2) assisting the students in meeting new friends; (3) meeting individually with the students regularly; and (4) having each student complete two attitudinal questionnaires bimonthly. Results indicate that the students made an effective adjustment to their role and that the model presented was instrumental in that adjustment. (Author/HMV)

ED 091 644 CG 008 937

Marshall, Alan W.

Student Alternatives to Careers Via Vocational Opportunities Available to Youth.

Grossmont Union High School District, Calif.

Pub Date [74]

Note—224p.

Available from—Guidance Department, Grossmont High School, Murray High School, P.O. Box 1043, La Mesa, California 92041

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Career Choice, Career Opportunities, *Career Planning, *Guidance Services, *High School Students, Publications, *Pupil Personnel Services, Vocational Counseling, Vocational Development, Vocational Education

The purpose of this group of eight booklets, prepared by a high school district, is to inform district students and their parents of the continuing guidance services available and to stimulate students' use of these services in career planning. Each booklet is designed for a specific high school, but includes identical sections dealing with the importance of, and factors in, career decision making, descriptions of community resources for educational and vocational information, and exercises on goal setting. Specificity is achieved by describing, on the last two pages, the counseling services and resources available at each school, as well as the personnel involved. A team card to mail to the specific school requesting additional information on classes, special programs, military services, etc., is also included. (LKP)

ED 091 645 CG 008 969

Del Prete, Richard P. Twining, Peter P.

Value Development Employment Module.

Pub Date [73]

Note—6p.

Available from—Richard P. Del Prete, North Shore Community College, 3 Essex Street, Beverly, Massachusetts 01915

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Career Planning, College Students, *Individual Development, *Occupational Guidance, Program Descriptions, Program Evaluation, *Values, Workshops

Identifiers—*Value Clarification
This paper briefly reports on a two-hour workshop aimed at helping college students clarify values in selecting an employment setting. The module was presented to four subgroups of fifty-eight community college students. Each individual, with the assistance of his group, decided what was important for him or her in selecting an employment setting. Responses by students on a structured and open-ended evaluation at the end of the program were positive. Recommendations included implementation of similar modules in other career training settings, as an aid in helping students appraise their own value considerations and in increasing understanding of their needs by student development facilitators. (Author/PC)

ED 091 646 CG 008 970

Dietzel, C. S. Abeles, Norman

Client-Therapist Complementarity and Therapeutic Outcome.

Pub Date Apr 74

Note—26p.

Available from—Dr. Sam Dietzel, Counseling and Testing Center, University of Vermont, 146 S. William Street, Burlington, Vermont 05401

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Counseling Effectiveness, *Interaction Process Analysis, *Interpersonal Relationship, *Psychotherapy, Speeches, Therapeutic Environment, Therapists

Identifiers—*Relationship Psychotherapy

One hundred twenty tape recorded psychotherapy sessions representing early, middle, and late interviews with 20 clients were studied. Clients were divided into successful (N=10) and unsuccessful outcome (N=10) groups on the basis of clinicians' ratings of pre- and post-MMPI data. Raters scored the response units of clients and therapists and labeled as complementary the following elicitation-response sequences: Dominance followed by submissive behavior; submissive behavior followed by dominance; friendliness followed by friendliness; and hostility followed by hostility. Comparisons between outcome groups showed no differences in therapist complementarity during the early stage (as predicted); a significantly lower level of therapist complementarity for the successful group during the middle stage (contrary to prediction). Furthermore, during the early stage of therapy more disturbed clients elicited greater therapist complementarity (as predicted). Two significant points are: (1) No single level of therapist complementarity is associated with successful, as opposed to unsuccessful, outcome; and (2) The therapeutic timing of complementarity levels is crucial to facilitate constructive client change. (Author/PC)

ED 091 647 CG 008 971

Evans, Clyde M.

A Study of Personality Need Factors with Respect to College Student Satisfaction in a Small Church Related College Located in a Southern State.

Pub Date [71]

Note—19p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, *Educational Environment, *Need Gratification, Personality Studies, *Personal Values, *Psychological Needs, Research Projects, Statistical Analysis, Student Needs

This study was designed to determine whether personality need factors are related to college student satisfaction. Two-hundred twenty-six students in a small, church related college completed instruments designed to measure personality need factors and college student satisfaction. Canonical correlation analysis was used to analyze the student responses. Personality need factors and college student satisfaction were found to be significantly correlated (p less than .0001). The personality need factors which seem to contribute most to the relationship with general college student satisfaction were auto-

my, heterosexuality, deference, endurance, order, nurturance, and abasement. Most of the factors also correlate with religiosity. This observation suggests that this college environment may be contributing more to the satisfaction of those students who are prone to score high in religiosity. (Author)

ED 091 648 CG 008 981

Locke, Don W. Gausshel, W. Harper

The Effects of Group Size and Training Duration on the Development of Interpersonal Communication Skills.

Pub Date Apr 74

Note—8p.; Presented at the American Personnel and Guidance Association Convention (New Orleans, Louisiana, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Counseling Effectiveness, *Counselor Training, *Empathy, *Group Dynamics, *Interaction Process Analysis, *Interpersonal Relationship, Research Projects

Identifiers—*Carkhuffs Scale

The influence of group size and training duration on the development of empathic understanding in beginning counseling procedures students was examined. Nine-five master's level students grouped into four groups representing long and short duration, large and small size, were evaluated on the basis of taped counseling sessions. A team of expert raters determined each student's level of functioning, using a modified Carkhuff scale of empathy. A two-way analysis of variance revealed a significant main effect for group size and no significance for training duration. These findings were interpreted in terms of group dynamics. It was proposed that larger groups provided more positive counseling experiences for modeling and/or smaller groups produced more inhibition due to greater peer influence. The lack of significant main effect for training duration suggests that shorter sessions are equally effective in screening and identifying potential skills. Implications for counselor education and future research were discussed. (Author)

ED 091 649 CG 008 982

Mathews, Walter M.

A Critique of Traditional Drug Education Programs.

Pub Date 74

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavior Change, Drug Abuse, *Drug Education, *Health Education, Marihuana, Program Evaluation, Social Attitudes, *Social Problems, Speeches, *State of the Art Reviews

Drug education has had a continually evolving thrust and curriculum. This speech takes a critical look at the traditional modes of drug education programs and the approaches used to effect the intended cognitive and affective changes in students. The author divides the present teaching modes into two broad categories: converting and supporting. The converting mode includes directing, preaching, convincing, and scaring. The supporting mode includes: (1) the "progressive" style (where the school provides facts, and the student makes his own decisions); (2) counseling; and (3) peer counseling. All of these modes generally employ a factual approach. The author contends that none of these modes has been very successful. He feels that drug educators must shift the focus away from drugs and facts about drugs and concentrate on affecting attitudes, values, and behaviors. He concludes with some suggestions for drug educators. (Author/HMV)

CS

ED 091 650 CS 001 037

Hoyt, James Robert

Effects of an Individualized Reading Program and Communication Skills Through Authorship on the Language and Reading Experience of Reluctant Readers at the Secondary Level.

Pub Date 73

Note—177p.; Ed.D. Dissertation, University of Idaho

Available from—University Microfilms, Dissertation Copies, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-4063, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Communication Skills, Doctoral Theses, *Individualized Instruction, Reading Instruction, *Reading Programs, *Reading Research, Reading Skills, Remedial Reading, Secondary Education
Identifiers—*Communication Skills Through Authorship

The purpose of this study was to provide information relative to effects of the inclusion of an individualized reading program complemented by Communication Skills through Authorship (CSTA), developed at the University of Idaho, on the language and reading experience of reluctant readers at the secondary level. Students in the 9th grade, identified as reluctant readers by junior high school teachers, were assigned randomly to one of four classes of CSTA on entering the 10th grade. It was concluded from the results of the study that the individualized reading program complemented by CSTA was effective in improving achievement in word meaning and paragraph meaning for reluctant readers at the secondary level. Recommendations related to CSTA were made in terms of facilities, counseling, student behaviors and attitudes, and teaching procedures. (Author/RB)

ED 091 651 CS 001 059
Newman, Isadore

A Systematic Approach and the Use of Instructional Objectives As An Aid in Teaching.

Pub Date Apr 74

Note—14p.; Paper presented at the Ohio College Council of the International Reading Association (Dayton, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, College Students, Computer Assisted Instruction, Evaluation, *Models, Reading, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, Teaching Techniques

The purpose of this paper is to introduce a systematic teaching approach known as the General Teaching Model for instructing college students in reading. The model consists of identifying appropriate objectives for the student, pre-assessment prior to beginning instruction, instructional procedures designed to help the learner achieve the objectives, and evaluation. Examples of instructional objectives for reading and an example of individualizing reading using Computer Assisted Instruction as a special case of the more general teaching model are presented. (WR)

ED 091 652 CS 001 070
Stank, Peggy L.

The Effects of a Diagnostic Structured Kindergarten Program on the Predicted Reading Levels of Children Identified as Potential Reading Failures.

Pub Date 73

Note—131p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, Dissertation Copies, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-7890, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Diagnostic Teaching, *Disadvantaged Youth, Doctoral Theses, Kindergarten Children, Reading, Reading Achievement, *Reading Difficulty, *Reading Failure, Reading Improvement, Reading Programs, *Reading Research

The purposes of this study were to evaluate the effect of a diagnostic structured kindergarten program on the predicted reading levels of disadvantaged urban children and to compare the effect of this program with the effect of the traditional kindergarten curriculum. The subjects were 196 children in eight kindergarten classes. More than 70% of the children were from low socioeconomic homes, and over 60% of the children were predicted as reading failures by the pretest. The experimental treatment was that one hour of each three-hour kindergarten session was spent in structured learning activities planned to develop specific cognitive competencies and conceptual skills related to reading. The activities took place at learning centers in small instructional groups. Learning activities related to

specific cognitive areas were planned for each center. The control group had free play and free choice activities scheduled during this hour each day. The Jansky Predictive Index of Reading Performance (JPIRP) was used as the criterion measure of predicted reading levels and was given as a pretest and posttest. The results indicated that the diagnostic structured program raised the JPIRP index scores a significant amount for predicted reading failure children. (Author/WR)

ED 091 653 CS 001 071

Charuk, John Michael

The Effects of Visual-Haptic Training on Reading Achievement.

Pub Date 73

Note—83p.; Ph.D. Dissertation, University of South Carolina

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-5369, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 4, *Multisensory Learning, Reading, *Reading Achievement, Reading Comprehension, *Reading Difficulty, Reading Improvement, Reading Instruction, Reading Research, *Reading Skills, *Remedial Reading, Vocabulary
Identifiers—*Visual Haptic Training

The purpose of this study was to determine whether an intermodal training technique known as visual-haptic had any effect on the reading achievement of a group of disabled readers. The technique itself did not teach reading. Used in conjunction with a conventional remedial reading program, visual-haptic training was expected to serve as an orienting technique enabling disabled readers to attend to the critical aspects of decoding symbolic material and thus improve their scores on a test of reading. Seventy-two fourth graders previously identified as disabled readers were randomly assigned to one of three experimental conditions: visual-haptic group, haptic-visual group, or control group. Each subject was exposed to the training conditions for 10 minutes a day, 4 days a week, for 6 weeks. The control group was given 10 minutes of free drawing activities. An analysis of covariance yielded significant differences on each of the seven variables tested (vocabulary, comprehension, syllabication, beginning and ending sounds, auditory discrimination, blends, sound discrimination). The study concluded that the remediation of reading disabilities is enhanced when it is associated with a training program emphasizing the multisensory approach. (Author/WR)

ED 091 654 CS 001 072
Shanker, James Lee

The Attitudes of Black Teachers Toward the Use of Dialect Reading Materials for Beginning Reading Instruction.

Pub Date 73

Note—143p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6122, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, *Dialects, Dialect Studies, Doctoral Theses, Elementary Grades, *Negro Teachers, Reading, Reading Instruction, *Reading Materials, *Reading Research

Identifiers—*Dialect Readers

The purpose of this study was to examine the attitudes of a sample of black teachers toward the use of dialect reading materials for teaching beginning reading skills to black children. An interview-questionnaire method was used to gather data about the attitudes toward dialect-specific materials, using a sample of 90 black teachers in the Lansing Michigan Public School District. Eighty-four of the teachers responded to the survey. Black university students were trained to conduct the interviews, and the data were gathered in February 1973. The findings indicated that a majority of the teachers sampled were opposed to the use of dialect readers with no significant relationship between the teachers' opposition and their amount of education, the segregated or integrated nature of their precollege schooling, sex, grade level taught, or parental status. Additional findings were noted, including an apparent willingness among many of

the subjects to experiment with dialect readers despite their expressed opposition to them. Primary grade teachers with relatively little teaching experience appeared most willing to test out these materials. (Author/WR)

ED 091 655 CS 001 074

Sells, Judith Kay English

Factors Related to and Predictive of Residual Reading Gains for a Junior College Population.

Pub Date 73

Note—110p.; Ed.D. Dissertation, New Mexico State University

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-7091, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Developmental Reading, Doctoral Theses, *Junior Colleges, Junior College Students, Reading, Reading Ability, *Reading Achievement, Reading Instruction, Reading Level, *Reading Programs, *Reading Research, *Reading Skills

The purpose of this study was to investigate factors relating to the achievement of reading gains for junior college students. The specific objectives were to determine which of 10 independent variables were most highly related to and predictive of residual reading gain; to formulate and validate a predicting equation based on measures of relevant predictors; to determine whether there were differences on the 10 measures between students who scored below the 15th percentile on the pretest and made large gains and those who scored below the 15th percentile on the pretest and failed to make large gains; and to describe and compare the group that dropped out of the reading program with the group that completed it. Data were gathered on 500 junior college students enrolled in reading courses at Tarrant County Junior College, Fort Worth, Texas. The findings indicated that the three relevant predictors of reading gain were unfulfilled reading potential, number of semesters of reading instruction, and initial reading ability. Some of the conclusions were that junior college reading programs are primarily developmental in nature and that there are two types of low-achieving students, one of which can be expected to make gains in existing programs. (Author/WR)

ED 091 656 CS 001 097

Questions and Answers About I.T.A.

Initial Teaching Alphabet Foundation, Hempstead, N.Y.

Pub Date 71

Note—8p.

Available from—Initial Teaching Alphabet Foundation, 52 Vanderbilt Ave., New York, N.Y. 10017 (single copy free)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Alphabets, Beginning Reading, *Initial Teaching Alphabet, Orthographic Symbols, *Phonics, Reading, *Reading Interests, Teaching Methods

The Initial Teaching Alphabet (i.t.a.) was designed by Sir James Pitman as a reading teaching medium from which immediate and efficient transition may be made to the alphabet of regular English. Questions and answers covered in this booklet provide information concerning its history, effectiveness, methods of use, teaching areas, and relationship to traditional orthography. A brief example of the i.t.a. is included. (JM)

ED 091 657 CS 001 103

A Developmental and Corrective Reading Program for Sixth Grade Students.

Central Arkansas Education Center, Little Rock.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Diagnostic Teaching, Grade 6, *Individualized Reading, Reading Comprehension, *Reading Instruction, *Reading Programs, Reading Research, Reading Skills, *Teaching Techniques, Vocabulary

The project described in this document involves the implementation of an individualized reading program with sixth graders during the spring semesters of the 1970-71 school year and the 1971-72 school year. Behavioral objectives for the students were written in the areas of word recognition skills, vocabulary skills, comprehen-

sion skills, speed and accuracy skills, and composite reading skill ability. Approximately 190 sixth graders were assigned to six classes and met each school day for 55 minutes. The teaching strategies involved teaching the student at his own instructional reading level, allowing the student to progress at his own rate of accomplishment, sequential reading instruction, and discussing with the students prior to the beginning of the program changes that were being made in the program. The materials used in the project consisted of published basal non-graded texts, skill books, and comprehension kits. The conclusions indicated that the program was beneficial to the majority of students, that more books and skill books were needed to meet class needs, and that while not all of the objectives were achieved there were indications that each of them would have been if the project had been in effect a full year. (WR)

ED 091 658 CS 001 105
Ingebo, George

A Six-Year Experiment in the Use of the Initial Teaching Alphabet (I.T.A.) in the Teaching of Reading.

Portland Public Schools, Ore.

Spons Agency—Initial Teaching Alphabet Foundation, New York, N.Y.

Pub Date Jun 73

Note—79p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Beginning Reading, Grade 1, *Initial Teaching Alphabet, Mathematics, Reading, Reading Development, *Reading Programs, *Reading Research, *Reading Skills, Spelling, Writing Skills

The purpose of this project was to test the effectiveness of i.t.a. in teaching reading to first grade students in the Portland Public Schools. Some of the elements of the experimental design included the following: one experimental-i.t.a.-and one control-traditional orthography (TO)-class was formed in each of ten schools; teachers and students were randomly assigned to i.t.a. and TO classes; three "waves" (1967-68, 1968-69, 1969-70) of first grade classes were evaluated through the third grade; the TO classes used regular Portland Public School reading materials; and reading achievement, spelling achievement, composition, and handwriting were analyzed for significant differences. The results indicated that no significant differences were found between TO and i.t.a. groups in both reading and mathematics; the i.t.a. group used more words and misspelled fewer words; the i.t.a. students used significantly more phrase modifiers and words in their compositions; there were no significant differences in handwriting between the two groups; and i.t.a. does not appear to detract from scholastic skills. (WR)

ED 091 659 CS 001 106

Kline, Lloyd W.

Getting Your Ideas Into Print.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the Western College Reading Association (Oakland, California, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Authors, Communication (Thought Transfer), Editing, *Periodicals, *Publications, *Reading, *Writing

Getting into print is a matter of writing something that someone else wants to read, and writing it so clearly that it can be read easily and effectively. Some aspiring young authors think that getting published is mainly a matter of knowing the editor. Rather than knowing the editor, you should first know your purpose in writing. Second, know your intended audience. Third, know appropriate publications. The criteria by which manuscripts are evaluated are usually not difficult to discover. Check the information in a journal's masthead or somewhere in the vicinity of its table of contents. General criteria almost always echo the audience being served—or that is the intent of the criteria. Do not send a manuscript to more than one publisher at a time. Cover letters usually don't do any harm, but they probably don't do much good either. If a cover letter is needed to explain some circumstance that is not obvious in the manuscript, then use a cover letter. Otherwise, a manuscript either stands on its own or it doesn't. The format of the

paper should follow the requirements of the journal to which it is being submitted. If a manuscript is accepted for publication, it is not uncommon for a year to pass between the time it is sent and the time it appears in print. (WR)

ED 091 660 CS 001 108

MacKovak, William P.

An Investigation and Demonstration of Methodologies for Determining the Reading Skills and Requirements of Air Force Career Ladders.

Air Force Human Resources Lab., Brooks AFB, Texas; Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-73-53

Pub Date Jan 74

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adult Education, Job Skills, Literacy, *Military Personnel, *Readability, Reading, Reading Improvement, Reading Instruction, Reading Materials, *Reading Research, *Reading Skills

Identifiers—Forecast Formula, *United States Air Force

The purpose of this study was to demonstrate a methodology which could be used to estimate the reading skills of Air Force personnel and the reading requirements of different career fields in an attempt to determine the extent of the difference between the reading skills of personnel and the reading requirements of the training materials in a given field. Methodologies for determining levels of reading in career fields were reviewed, as were readability measures which could serve as integral parts of reading requirements methodologies. The most desirable methodology had to be objective, valid, inexpensive and easy to apply, and not overly time consuming. The methodology decided upon involved the application of a readability formula to random samples of reading materials taken from five technical courses at Lowry Air Force Base. The Forecast formula was selected as the readability measure. The results indicated that the methodology selected could be applied quite easily to entire Air Force career fields; once the representative sample of reading material has been collected, it is an easy matter to determine readability; and the Forecast formula appears to have the greatest potential for use in the field. (WR)

ED 091 661 CS 001 109

Carroll, Hazel Horn

Affect Domain and Reading "Affective Teaching Strategies at the Elementary Level."

Pub Date May 74

Note—10p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Affective Behavior, Elementary Grades, Newspapers, Reading, Reading Improvement, *Reading Instruction, *Reading Skills, *Teaching Techniques

This paper discusses affective strategies for teaching reading at the elementary school level. The contents include: "Use of Newspaper," which presents a chart of reading skills to be used by the teacher and provides such suggestions for developing interest in the newspaper as having a newspaper editor visit the classroom, role playing as advertising salespeople, and writing a class newspaper; "Listening Stations Enjoyable," which discusses how to use listening stations to develop oral vocabulary, to provide students with practice in visualization, and to involve students in poetry study; "Applying Word Attack," which discusses a strategy of word identification using a formula; "Television Programs Used," which looks at educational television programs and how they can be used to develop imagination, to teach reading, and to provide situations for dramatization; and "Conclusion." (WR)

ED 091 662 CS 001 110

Mountain, Lee H.

Taking Belly-Aching Out of Module-Making.

Pub Date May 73

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (18th, Denver, Colorado, May 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, *Performance Based Teacher Education, *Reading, Teacher Certification, Teacher Guidance, Teaching Skills, *Teaching Techniques, Undergraduate Study

This paper describes how undergraduate instruction in reading methods can be structured to prepare elementary education majors for competency-based teacher certification. Examples of how content, methods, and materials can be adapted to give students opportunities to perform specified tasks and to demonstrate their competencies are suggested. Some of the suggestions include using a short simple format to develop modules and simplifying the wording in the development of modules. Also included are a "Module Starter," which provides a standard format for developing a module; a conversation between two college professors about its use; and an opening page of the starter showing how it was modified to meet the needs of the professors. (WR)

ED 091 663 CS 001 111

Solomon, Bernard

The Individualized Television Reading Program.

Nova Univ., Fort Lauderdale, Fla.

Pub Date Aug 73

Note—51p.; Practicum report of study conducted at Rhodes Middle School, Philadelphia

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Commercial Television, *Disadvantaged Youth, Grade 7, Grade 8, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Research

This paper describes the development of a reading program based on popular television broadcasts. The project was carried out in one inner-city middle school—seventh and eighth grades—(Rhodes Middle School, Philadelphia). The aims of the project were to use television as a means for children to read and for drawing administrators and teachers into utilizing the television teaching technique. The Individualized Television Reading Program was used by four teachers and 850 students over a 5-week period. A survey determined the students' favorite programs, which were then video-taped and their scripts obtained. Classroom exercises in which the script was the basic resource enabled the students to use the television dialogue while working on skill lessons for reading. The project appeared to be successful, generating positive response from students and teachers, reducing absenteeism and discipline problems among the experimental group, and eliciting requests for the program from other schools in the city. Although the interest was high, and expansion of the program into many schools was assured, there appeared to be a need for additional evaluation to ascertain reading achievement and motivation to learn in measurable terms. (WR)

ED 091 664 CS 001 112

Sontag, Marvin And Others

Program of Diagnostic Procedures to Forestall Reading Difficulties and Improve Reading Achievement. Evaluation of State Urban Education Programs in New York City, 1968-69.

Center for Urban Education, New York, N.Y. Spons Agency—New York City Board of Education, Brooklyn, N.Y.; New York State Education Dept., Albany. Bureau of Urban and Community Programs Evaluation; Office of Education (DHEW), Washington, D.C.

Report No.—SA-0169

Pub Date Sep 69

Note—119p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Early Childhood Education, Educational Diagnosis, Parent Participation, Parent Reaction, Principals, Program Development, *Reading Diagnosis, *Reading Improvement, *Reading Instruction, Student Improvement, Teacher Attitudes, Teacher Education

Identifiers—Elementary Secondary Education Act

Title I, ESEA Title I, New York City

Focusing on a New York City school district educational project funded in December 1968 and performed under contract with the New York City Board of Education, this publication evaluates the continuation of several 1967-68 Title I activities, including two decentralized parts of the Early Childhood Program—diagnosis and special instruction in reading, and parental in-

volvement in a reading improvement program. Sections in addition to a general description include "Status of the Project in Each School District," "Overview of Implementation of the Program," "Principals' Reactions to Program," "Classroom Teachers' Reactions to Program," "Classroom Teachers' Ratings of Pupil Progress," "Parents' Reactions to Program," "Teacher-Training Programs," "Coordinators' Impressions of the Program," "Diagnostic Procedures," and "Summary of Findings and Recommendations." Appendices consist of tables, instruments used in the project, and a staff list. (JM)

ED 091 665 CS 001 113

Martin, Ruby W.

Teaching Reading to Black High School Students: Realities and Fallacies.

Pub Date May 74

Note—15p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Curriculum Development, High School Students, *Negro Students, Reading Development, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, Teaching Methods

Realistic goals for high school reading curricula for black students are discussed in this paper. A rationale and instructional design for high school reading programs with challenging intellectual content for black students is presented. Suggested principles for organization of high school reading programs for blacks to help them achieve in reading include the following: (1) teachers should not rely on outmoded programs to which new programs are tacked on; (2) emphasis should be placed on meeting the needs of the student in terms of helping him accomplish objectives with less emphasis on remediation or correction; (3) programs should be designed with challenging intellectual content; and (4) proper attention should be given to sequencing of materials, teaching style, and content of materials. (WR)

ED 091 666 CS 001 116

Mockovak, William P.

An Analysis of Air Force Reading Improvement Programs: Results of USAF Survey Number 73-89.

Air Force Human Resources Lab., Brooks AFB, Texas; Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-73-54

Pub Date Jan 74

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Adult Education, *Enlisted Men, Literacy, Military Personnel, *Reading Improvement, *Reading Programs, Reading Skills, *Remedial Reading

Identifiers—*United States Air Force

This report summarizes the results of a questionnaire that was sent to the education offices of 93 Air Force bases in the continental United States. The purpose of the questionnaire was to obtain objective information concerning the present status of Air Force reading improvement programs in an effort to obtain insight into the type and degree of reading problems facing the Air Force. This paper attempts to answer such questions as how many airmen participate in reading improvement programs, what career fields have a significant number of low ability readers, what reading improvement programs are available at different bases, what the major reading problems encountered by Air Force personnel are, and who has the responsibility for organizing and financing the reading programs. Finally, recommendations concerning the Air Force's reading improvement programs are discussed. (TO)

ED 091 667 CS 001 117

Hartley, Ruth Norene

An Investigation of List Types and Cues to Facilitate Initial Reading Vocabulary Acquisition.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; Office of Education (DHEW), Washington, D.C.

Report No.—TR-132

Pub Date May 68

Contract—OEC-4-6-061493-2089; OEC-5-10-050 Note—172p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Beginning Reading, *Cues, Grade 1, Reading Development, *Reading Research, Reading Skills, Vocabulary, *Vocabulary Development

This experiment was designed to investigate the relative value of three sources of cue (graphic stimulus only, graphic stimulus plus a picture cue, and graphic stimulus plus a context cue) in combination with two list types (minimal and maximal contrast) as a means of facilitating the acquisition of initial reading vocabulary. The subjects, 137 first graders, were randomly assigned to treatment groups and were given four types of tests: the learning test trials used to evaluate progress during the learning session; a 24 hour test used to evaluate retention of the words; a posttest used to evaluate retention of the words over a longer period of time; and a transfer test used to evaluate the ability to recognize unpracticed words that used the same initial and final elements as those used in the practiced word lists. The analyses of the correct answers made on each source of cue combined with each list type resulted in three sources of variation which were significant or approached significance on all tests. The main effect of high and low ability grouping, minimal and maximal contrast list types, and sex was significant. (WR)

ED 091 668 CS 001 123

Manning, John C.

Teaching Reading: The Science and the Art.

Pub Date Oct 73

Note—16p.; Paper presented at the Far Western Regional International Reading Association Reading Conference (Victoria, British Columbia, October 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Improvement, *Educational Problems, *Professional Recognition, Reading, *Reading Improvement, *Reading Instruction, Reading Programs, Reading Research, Reading Skills

This paper presents and discusses some existing problems in and proposed solutions for establishing a professional posture and developing a science of teaching reading. The problems discussed include: the immense size and complexity of the educational enterprise in physical plant, personnel, students, and curriculum; the size of the educational social unit and how individual teacher efforts to attain and maintain instructional excellence often go unrewarded and unrecognized; the priority favoring basic research in reading process generally conducted in colleges and universities and applied research conducted in the public schools; and the inordinate amounts of time-seeking methodologies that are different or innovative for reading instruction. (WR)

ED 091 669 CS 001 127

Venezky, Richard L.

Testing in Reading: Assessment and Instructional Decision Making.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 74

Contract—NE-C-0-72-4636

Note—41p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 05121, \$0.95)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Criterion Referenced Tests, Educational Accountability, *Evaluation Techniques, *Guidelines, *Reading, Reading Diagnosis, Reading Improvement, Reading Programs, *Reading Tests, Standardized Tests, Testing, *Test Interpretation

This booklet is designed to provide guidelines for testing in reading and suggestions for using the test results in ways which will most benefit the student. Ten canons are presented which are intended to serve as guidelines for program-related assessment within a framework of instructional decision making. They are concerned primarily with the amount and types of assessment which individuals should receive within the bounds of reading instruction, but they also address

themselves to some of the problems related to program assessment and to the distribution and protection of assessment results. Some of the canons are: "The function of assessment in reading is to aid in instructional decision making." "The value of an assessment is measured in terms of its unique contribution to a decision." "The content of assessment should be compatible with the content of instruction." "The exactness of assessment should be determined by adaptability of instruction." "The amount of assessment an individual receives within a program should be proportional to his needs within that program." "Program related assessment should provide continual information for making program improvements." "Assessments related to program outcomes should be based upon realistic expectations." (WR)

ED 091 670

CS 001 129

Mork, Theodore A., Ed.

Reading and Individualizing in the Language Arts: Proceedings of the 1971 and 1972 Summer Reading Conferences at Western Washington State College, Reading Center.

Western Washington State Coll., Bellingham.

Pub Date Jun 73

Note—78p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Beginning Reading, Childhood Attitudes, Childrens Literature, Composition (Literary), *Elementary Education, *Individualized Instruction, Individualized Reading, *Language Arts, Open Education, *Reading, Reading Instruction

Edited versions of papers presented at the 1971 and 1972 Western Washington State College conferences on the teaching of reading and language arts comprise the contents of this book. Titles of the papers are (1) "Reading Alone," (2) "Individualized Language Activities and the Nurture of Individuality," (3) "Making the Beginning of Reading a Significant Experience," (4) "Children's Views of Language," (5) "Write to Read," (6) "You, A Creative Reader," (7) "Individualized Reading," (8) "Using the Best of All Approaches for Teaching Reading," (9) "Personalizing Reading Instruction," (10) "The Open Classroom and Reading," and (11) "Reading and Children's Literature." (JM)

ED 091 671

CS 001 130

Manzo, Anthony V.

The Group Reading Activity—A Class Reads a Book.

Pub Date Feb 74

Note—7p.; Paper presented at the International Reading Association Plains State Regional Conference—Junior College Reading (Kansas City, Missouri, February 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Directed Reading Activity, Group Activities, Group Discussion, *Grouping (Instructional Purposes), Group Reading, *Preservice Education, *Reading Comprehension, Reading Instruction, Teaching Methods

Proceeding from the traditional principles of the directed reading activity strategy in the classroom, a group reading approach was developed to aid graduate students in a reading methods course both to study and comprehend their textbook and to provide a teaching method for future classroom use at the secondary or junior college level. The design involved eight steps: identification of the general purpose or critical issue of the text; distribution of sections of this purpose among class groups; individual reading and notation of material; preparation of the group statement, evolved from each individual's notes; presentation of this statement to a student critic; adjustment of the statement following discussion with the critic; presentation of the statement to the class—directly, through the teacher, or in writing with parenthetical teacher comments; and assessment of the learning achieved. This approach proved effective in stimulating an intensive, sustained learning effort by students. (JM)

ED 091 672

CS 001 141

Northcutt, Norvell

Functional Literacy for Adults: A Status Report of the Adult Performance Level Study.

Pub Date May 74

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF\$0.75 HC\$1.50 PLUS POSTAGE

Descriptors—Adult Basic Education, *Adult Literacy, Illiteracy, Language Ability, Literacy, Literacy Classes, National Surveys, Reading, *Reading Research, *Reading Skills

Funded by the Bureau of Adult, Vocational, and Technical Education of the Office of Education, the Adult Performance Level (APL) study has as its objectives: to describe adult functional literacy in pragmatic, behavioral terms and to develop devices for the assessment of literacy which will be useful at a variety of operational levels. Two years of research has led to three conclusions: literacy is a construct which is meaningful only in a specific cultural context; literacy is two-dimensional, rather than unidimensional; and literacy is a construct which is directly related (in a mathematical sense) to success in adult life. To define success the APL uses an index which is a composite of income, level of education, occupational prestige, and a measure of expressed personal satisfaction with one's vocation and general status in life. In order to estimate population parameters and to perform a final validation of the items and objectives, a national survey on the areas of occupational knowledge and consumer economics, conducted by Opinion Research Corporation according to APL specifications, has just been completed. The results suggest that far more adults are "illiterate," in the sense of being able to apply skills to problem areas which are derived from pragmatic adult requirements, than was expected. (WR)

ED 091 673 CS 201 158

Craig, David
The Real Foundations: Literature and Social Change.

Pub Date 73
Note—305p.

Available from—Oxford University Press, 200 Madison Avenue, New York, New York 10016 (\$8.95, cloth)

Document Not Available from EDRS.

Descriptors—*Cultural Background, Cultural Traits, Drama, Fiction, Industrialization, Literary Analysis, *Literary Criticism, *Literary History, *Literature, Poetry, Social Attitudes, *Social Change

The studies in this book argue that literature is best understood when examined in conjunction with the cultural age and social context in which it was produced. The book is divided into four sections: "Love and Society" discusses the different ways in which love was expressed, and repressed, in different times; "Industrial Culture" explores conflicting visions of life which writers, songsters, and working people entertained in the face of industrialism and the changes it caused in British society; "Poetry and Modern Life" discusses the works in which poets from various countries responded imaginatively to the upheavals of the twentieth century; and "The New Wave" evaluates and explains the fiction, drama, and poetry which have flourished since the late 1950's. (RB)

ED 091 674 CS 201 163

Anderson, Francis E.

Christopher Smart.

Pub Date 74

Note—136p.

Available from—Twayne Publishers, Inc., 70 Lincoln Street, Boston, Massachusetts 02111 (\$5.50, cloth)

Document Not Available from EDRS.

Descriptors—*Eighteenth Century Literature, English Instruction, *English Literature, Higher Education, *Literary Analysis, *Literary Criticism, Literary History, Literary Influences, Poetry, Poets

Identifiers—*Smart (Christopher)

This book is designed as an introduction to Christopher Smart's poetry for the general reader, the college student, and the college teacher. The political, social, and literary background of eighteenth-century England is examined in the first part of this volume. The second part concerns itself with Smart's life and the factors affecting his career as a poet. The last and largest section contains a critical evaluation of Christopher Smart's poetry, arranged chronologically, with special emphasis on the "Song to David." Some discussion is included on his prose published in periodicals, and there are a few general comments concerning his prose and verse translations. (LL)

ED 091 675

Kesterson, David B.

Josh Billings (Henry Wheeler Shaw).

Pub Date 73

Note—153p.

Available from—Twayne Publishers, Inc., 31 Union Square West, New York, New York 10003 (\$5.50, cloth)

Document Not Available from EDRS.

Descriptors—*American Literature, English Instruction, Higher Education, *Humor, Literary Analysis, *Literary Criticism, Literature Appreciation, *Nineteenth Century Literature, *Philosophy

Identifiers—*Billings (Josh)

Designed for use by the general reader, the college student, and the teacher, this book analyzes the life and literary career of Josh Billings (Henry Wheeler Shaw), emphasizing his literary ventures and artistic talents. The analysis reveals Billings' talents as a subtle humorist, homespun philosopher, and artist of the essay. Chapters include "Man of Many Trades"; "Affirmisms," which examines Billings' aphorisms and the use of misspellings in his writings; "Essays and Sketches"; "Salmagundi," which discusses the letters of correspondence and miscellaneous short pieces, including a burlesque advertisement and poem; "Jest Books"; "Almanacs," which explores several experiments with the almanac and finally the publication of "Josh Billings' Farmer's Almanac," which secured his fame and fortune; "Josh on the Platform"; "A Word of Appraisal," which examines Billings' law standing as a literary figure in the nineteenth century and the reappraisal he is receiving in the present century; and "Conclusion." This volume also contains a chronology of Billings' life and concludes with a 73-item selected bibliography. (RB)

ED 091 676

Sutton, Arlene Vigil

The Effects of the Bilingual Spanish/English Television Series "Carrascolendas" on the Oral Language Skills of Selected Primary Children.

Pub Date 73

Note—188p.; Ed.D. Dissertation, University of Colorado

Available from—University Microfilm, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-32,597, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Bilingual Education, *Bilingualism, Communication Skills, Doctoral Theses, Educational Research, *Educational Television, Language Skills, *Mexican Americans, Primary Grades, *Spanish Speaking, *Speech Skills

Identifiers—Carrascolendas

The purpose of this study was to measure the learning effects of "Carrascolendas," a Spanish/English television series, on selected primary school children in Pueblo, Colorado. The subjects, 160 randomly selected children, were tested with two criterion referenced tests, one in Spanish and one in English. Ten weeks after viewing the series, 128 of the same children were posttested. To test the null hypotheses, posttest scores were analyzed (1) between children who viewed the series and children who did not, (2) between Mexican-American and non-Mexican-American children, and (3) among kindergarten, first, second, and third grade levels. The experimental group consisted of 48 Mexican-American and 48 non-Mexican-American children. The control group consisted of 16 Mexican-American and 16 non-Mexican-American children. The results suggested that viewing "Carrascolendas" helped the achievement of primary children, especially Mexican-American children at the first grade level. (Author/WR)

ED 091 677

Walker, Alma Dolores Steagall

The Effect of the Utilization of Selected Sociolinguistic Concepts and Skills on Attitudes of Prospective Teachers.

Pub Date 73

Note—214p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-3878, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Students, Doctoral Theses, *Educational Research, Higher Education, *Language Patterns, Language Usage, Preser-

CS 201 166

vice Education, Sociolinguistics, *Student Attitudes, *Student Teachers

The major purpose of this study was to contrast the responses of three groups of subjects to a language attitude questionnaire focusing on non-mainstream language patterns. The three groups were writers in the area of sociolinguistics, students who were enrolled in an experimental sociolinguistic-oriented instructional module, and students enrolled in other modules in the secondary and elementary teacher preparation programs. The results showed that positive attitude changes were made by students in the experimental group. There was also a significant difference between the posttest scores of the experimental group and the posttest scores of the control groups. There was no significant difference between the mean item score of the experimental group and that of the writers in the area of sociolinguistics. There was no difference between the mean item score of the prospective secondary teachers and the mean item score of the prospective elementary teachers on the Language Attitude Questionnaire. (Author/RB)

ED 091 678

Pooley, Robert C.

The Teaching of English Usage.

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—241p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 27786, \$4.50 nonmember, \$4.00 member)

Document Not Available from EDRS.

Descriptors—*Educational History, Elementary Education, *English Instruction, Evaluation Techniques, *Grammar, Language Patterns, *Language Usage, Secondary Education, Standard Spoken Usage, *Teaching Techniques, Written Language

This book traces the historical development of current attitudes toward language usage and, by examples and quotations, shows the steps in attitude change, including the creation and abandonment of rules. The book is based on the premise that standard English usage is open to different interpretations, and supports this premise with references to scholars, authors of usage manuals, dictionaries, and school textbooks. It is divided into three sections: Part I reviews the history of attitudes toward English usage from the eighteenth century to the present; Part 2 is an analysis of typical usage situations, providing illustrations derived from questions of structure, syntax, and propriety; and Part 3 contains specific recommendations for usage instruction at the elementary, junior high, and senior high levels. A 126-item selective bibliography concludes the volume. (RB)

ED 091 679

McElhane, Lauren Hyatt

An Examination of an Experiential Sophomore Program in English Teacher Education.

Pub Date 73

Note—145p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-3253, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Educational Research, *English Education, *English Programs, Grade 14, Higher Education, *Preservice Education, Program Evaluation, Teacher Education

This study examines a program, one quarter in duration, for sophomore students at Ohio State University interested in a professional program in English education. The program had three components: field experience in a secondary school for two half-days weekly, seminars for two hours weekly, and individual counseling sessions twice during the quarter. The conclusions reached in the study were: (1) the program did have an impact on the sophomores; (2) the field experience component was the program component most often mentioned by the sophomores in their Significant Incident Report and their final evaluations; (3) the counseling component contained fewer reported significant incidents than the field experience component, and the seminar component contained none at all. When sophomores perceived significant incidents occurring, they

were most often engaged in observation activities, although instructional activities were close to observation in number. The subjects reported the greatest number of significant incidents when they were directly supervised. (Author/RB)

ED 091 680 CS 201 214

Bohne, Harald Van Iersel, Harry
Publishing: *The Creative Business.*

Pub Date 73

Note—90p.

Available from—University of Toronto Press, 33 East Tupper Street, Buffalo, New York 14203 (\$3.50, paper)

Document Not Available from EDRS.

Descriptors—*Accounting, Administrative Organization, Books, *Budgeting, *Business Administration, Higher Education, Money Management, *Publications, *Publishing Industry

This book offers guidelines to emerging and would-be publishers, whether they plan to enter publishing as a career, a sideline, or a diversion. It stresses the business aspects of publishing and emphasizes the major housekeeping functions encountered in the business, except methods of sales and distribution. Contents include "The Mechanics of Publishing," which explores such details as the budget, subsidiary rights, copyright protection, inventory control, and operating statements, and "Accounting Guidelines in Publishing," which is divided into sections on "Statements" and "Budgets." The first section considers balance sheets, profit and loss statement, source and application of funds, and supplementary schedules, and the second section outlines budgetary matters. Several forms commonly used in publishing are appended. (RB)

ED 091 681 CS 201 215

Language: *A Composition Curriculum.*

Mount Diablo Unified School District, Concord, Calif.

Pub Date Jul 73

Note—97p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Class Activities, *Composition (Literary), *Curriculum Guides, *English Curriculum, Evaluation Techniques, Grade 7, Grade 8, Junior High Schools, *Language Instruction, Writing Skills

This curriculum guide reviews current theories on the teaching of writing, focuses on the nature of composition, and enumerates sequences of writing exercises for seventh and eighth grade teachers to consider for assigning to their students. Contents include "Rhetoric in the 1960's," which defines composition and explains what language is about; "Ways to Set Up a Composing Exercise"; "Composition Program Grade 7," and "Composition Program Grade 8," which present writing activities for those grades based on recording, reporting, and generalizing from one's imagination, life, literature, and the mass media; and "Assessment-Evaluation," which raises question about evaluating student writing and discusses the purpose of the composition program. (RB)

ED 091 682 CS 201 217

Owings, Huey Allen

Accountability and the Composition Program: Implications of the Regents Testing Program of the University System of Georgia.

Pub Date Apr 74

Note—21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Accountability, *College Programs, *Composition (Literary), English Instruction, Higher Education, *Language Skills, Literacy, Student Testing, *Testing Programs

Identifiers—*Regents Testing Program, University System of Georgia

The Regents Testing Program of the University of Georgia system establishes minimal standards of literacy for graduation from any of the 30 institutions in the system. The testing covers language skills basic to all of the academic areas, and instructors in the composition courses must follow a prescribed syllabus that requires a certain number of exercises which stress paragraph and essay writing. A student wishing to acquire

an undergraduate degree in the Georgia system must pass the test which consists of a section on reading comprehension, finding errors in a passage, and the writing of an original, impromptu essay. Knowing what is expected of them as teachers of composition, the English faculty should now do a more thorough and detailed job of preparing students. (RB)

ED 091 683 CS 201 218

Marder, Daniel

Entropy in Rhetoric.

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Communication (Thought Transfer), Higher Education, *Information Theory, *Rhetoric, *Rhetorical Criticism, *Systems Analysis, Systems Concepts

Identifiers—*Entropy

The Second Law of Thermodynamics demonstrates the idea of entropy, the tendency of ordered energy to free itself and thus break apart the system that contains it and dissipate that system into chaos. When applied to communications theory, entropy increases not only with noise but with the density of information—particles of possible meaning crowded into a channel at too high a rate for the receiver's decoding ability. Entropy is lowered by redundancies (familiar information) which allow the receiver to anticipate and thus comprehend what will be said next. Entropy is a metaphor in physics and chemistry and a metaphor built on a metaphor in communications theory, where the idea of noise substitutes for the unavailable energy, which is then calculated mathematically and not measured empirically. By examining the idea of entropy, rhetorical theorists can avoid the particular limitations analogical thought tends to establish and explore qualitatively the factors that tend to disorder and to order in rhetorical systems. (RB)

ED 091 684 CS 201 231

Kaplan, Sheldon Jay

The Effects of Verbal Reprimands on High School Students' Incorrect Responses in Grammatical Exercises.

Pub Date 73

Note—89p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6218, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Grammar, Learning Motivation, *Punishment, Secondary Education, Student Reaction, *Teacher Influence, Teaching Techniques, *Verbal Stimuli

To assess the effects of verbal reprimands on students' errors in daily class exercises, seven 15- to 17-year-olds in a Spanish II level class were required to respond verbally to fill-in-the-blank exercises covering Spanish grammar. An ABA design evaluated the effects of the teacher's reprimands for each incorrect response. During baseline there were no teacher reprimands, but throughout the study teacher praise was consistent for correct responses. A control class monitored any gross changes in the difficulty of the material presented. Findings showed that: (1) reprimands significantly decreased incorrect responses while praise and material difficulty remained constant, and (2) incorrect responses returned to their original level when baseline was imposed. Practical applications of reprimand use for academic behavior are discussed, and suggestions for further research in verbal reprimands and other forms of punishment of academic performance are provided. (Author/JM)

ED 091 685 CS 201 232

Gatschet, Paul A.

Representative Guidelines for Teaching Composition: Grades 7-13.

Pub Date 73

Note—121p.; Ph.D. Dissertation, Kansas State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6612, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *Curriculum Development, Doctoral Theses, *Educational Objectives, Educational Research, *English Curriculum, Secondary Education, Student Attitudes, Teacher Attitudes, Writing Skills

This study focused on a current problem in secondary English: an unwarranted emphasis on teaching literature. In order to formulate guidelines for teaching composition, the experimenter constructed hypotheses and submitted them to secondary school teachers and their students. Conclusions were drawn on the basis of preferences identified by responses to a Likert scale survey. Responses and preferences about the use of guidelines or objectives themselves were solicited first, followed by preferences concerning the use of reading and language study as supplements in composition. The group of 452 secondary school students and teachers polled in this study favored the use of general objectives and specific goals in learning to write. They also preferred the use of reading, especially of a variety that interests students, and of grammar and language study as aids in learning to write. Based on the preferences determined in this research, future studies may wish to test the validity of these preferences for actual writing improvement and mastery. (TO)

ED 091 686 CS 201 243

Kelley, Marie Elaine

Effects of Two Types of Teacher Response to Essays upon Twelfth Grade Students' Growth in Writing Performance.

Pub Date 73

Note—182p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6068, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *Composition Skills (Literary), Doctoral Theses, *Essays, Expository Writing, Response Mode, Secondary Education, *Student Improvement, Student Reaction, Teacher Influence, *Teacher Response

In order to determine whether the use of two types of teacher written responses to student essays—clarifying and directive—produced significant differences in writing performance growth, 28 12th grade students in a metropolitan Nebraska high school were randomly divided into two groups. Each group received one of the two types of teacher response for eight essays during the experimental period, while three pretest and posttest essays rated by a team of independent raters provided entering and ending measures of quality in student writing performance. Student t-tests were computed for 42 comparisons of interest for three hypotheses. The .05 level of confidence comprised the significant criterion. Findings led to the conclusions that neither type of teacher response (1) assured general, mechanical, or total writing performance growth during an academic semester, (2) consistently influenced growth in writing performance between contiguous units of study, or (3) consistently influenced growth on revisions. In the last two categories, clarifying responses did show slight advantages in specific instances. (Author/JM)

ED 091 687 CS 201 247

Dewhurst, Martin, Ed. Farrell, Robert, Ed.

The Soviet Censorship.

Pub Date 73

Note—165p.

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 (\$7.50, cloth)

Document Not Available from EDRS.

Descriptors—*Academic Freedom, *Censorship, *Freedom of Speech, Higher Education, Literature, Moral Issues, Music, Publications, Sciences, *Symposia

Identifiers—*Union of Soviet Socialist Republics, USSR

This book contains the proceedings of a symposium which are intended to be a general survey on the nature of Soviet censorship, its effect on literature in the USSR, and the role of such censorship in the intellectual life of a large part of the world. Contents include: "What Is the Soviet Censorship?" which is an attempt to define the way in which censorship is viewed in the USSR and how it works in practice; "Self-Censorship,"

which discusses the personal problems writers face under the Soviet system of censorship; "The System of Formal Censorship"; "The Unofficial Censorship"; "Censorship of Music"; "Censorship in the Soviet Cinema"; "Censorship and Science"; "Evading the Censor"; and "The Participants," which lists the members of the symposium. Appended are an extensive selective bibliography of works on censorship, an index of personal names, and a list of Soviet newspapers and periodicals mentioned in the text. (RB)

ED 091 688 CS 201 249
Salem, James M.

A Guide to Critical Reviews: Part I: American Drama, 1909-1969. Second Edition.

Pub Date 73

Note—539p.

Available from—Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08842 (\$15.00, cloth)

Document Not Available from EDRS.

Descriptors—*American Literature, *Drama, *Literary Criticism, *Literature Reviews, Playwriting, Reference Books, Theater Arts, Theoretical Criticism

Identifiers—*Drama Criticism

This second edition of the "Guide to Critical Reviews" provides a bibliography of critical reviews of over 1,700 American plays performed on the New York stage—mostly Broadway, but some off-Broadway productions—from 1909 to 1969. Opening dates and performance totals are given with each play. Among the 290 American dramatists listed are those who are important in American dramatic history, whose plays were judged a critical success, whose plays enjoyed long runs, who have written commercial drama, who have attempted to bring poetry to the theater, and who show promise as new playwrights. Additional sections include the birthplace and birthdate of each dramatist; lists of prolific playwrights, frequently produced playwrights, popular playwrights, long running plays, Tony awards for the best plays, New York Drama Critics' Circle awards, Pulitzer prize winners; an index of co-authors, adaptors, and original authors; and an index of titles. (JM)

ED 091 689 CS 201 263

Stein, Robert

Media Power: Who Is Shaping Your Picture of the World?

Pub Date 72

Note—265p.

Available from—Houghton Mifflin Co., 2 Park Street, Boston, Massachusetts 02107 (\$6.95, cloth)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Editing, Freedom of Speech, *Journalism, *Mass Media, News Reporting, Periodicals, *Publishing Industry, Standards

This book explores the effect of the mass media on individual and social consciousness and discusses how the present conflicts evident in the media reflect new values needed for the future. The opening chapters deal with the amount and kind of information emanating from the mass media ("The World Ends Tomorrow, Details After This Message"), the complicated impact of the broadcast media ("McLuhan and Agnew"), and the difficulties of practicing journalism in a corporate atmosphere amid social change ("Cowardice, Stupidity, Guilt-One Flight Up"). These are followed by an examination of how traditional processes and forms have been transformed: celebrity-making ("Publicity Saints and Disposable Celebrities"), inside stories ("The Truth as Property"), and the death of mass circulation magazines ("They Must Know What They're Doing or They Wouldn't Be Where They Are"). The remaining chapters cover the growth of the New Journalism ("Who's Afraid of Tom Wolfe") and the underground press ("Action-Painting the News"), turmoil in the established press ("The Newsroom Revolt"), the effect of future technology ("Old Banality in New Boxes"), and the need for a reordering of journalistic values and practices ("Two Cheers for Freedom of Expression"). (RB)

ED 091 690 CS 201 265

Mills, Helen

The Way Between.

Pub Date 73

Note—7p.; Unpublished paper prepared at American River College

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Students, *Composition (Literary), Composition Skills (Literary), Creative Writing, Descriptive Writing, English Instruction, Expository Writing, Grammar, Sentence Structure, Syntax, *Teaching Methods

As an alternative to the conflict among college composition teachers who are either repressive and authoritarian or permissive and lenient, a middle course offers teachers the latitude of encouraging free writing for some students and directed writing for other students, both of which may be responses to students' needs to express themselves. This approach recognizes the differences in language ability discussed by James Deese in "Psycholinguistics," who associates formal, highly structured speech with middle and upper classes, and restricted speech of limited syntax with the lower class. With the guided method, the teacher aids students both in learning sentence structure, grammar, and syntax, and in developing evaluative judgment and self-confidence. Free writing advocates may use the Ken Macrorie method of requesting spontaneous writing for a specified length of time, emphasizing the avoidance of phony pretentious language. A fine balance is necessary between encouraging creativity and imposing discipline as needed by students for realizing their potential. (JM)

ED 091 691 CS 201 266

Donelson, Ken, Ed.

Science Fiction in the English Class.

Arizona English Teachers Association, Tempe.

Pub Date Oct 72

Note—124p.

Available from—Ken Donelson, Ed., Arizona English Bulletin, English Dept., Ariz. State Univ., Tempe, Ariz. 85281 (\$1.50); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 37882; \$1.50, non-member; \$1.35, member)

Journal Cit—Arizona English Bulletin; v15 n1

Entire Issue October 1972

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Booklists, Class Activities, *English Instruction, *Instructional Materials, Junior High Schools, Reading Materials, *Science Fiction, Secondary Education, Teaching Guides, *Teaching Techniques

Identifiers—Heinlein (Robert)

This volume contains suggestions, reading lists, and instructional materials designed for the classroom teacher planning a unit or course on science fiction. Topics covered include "The Study of Science Fiction: Is 'Future' Worth the Time?" "Yesterday and Tomorrow: A Study of the Utopian and Dystopian Vision," "Shaping Tomorrow, Today—A Rationale for the Teaching of Science Fiction," "Personalized Playmaking: A Contribution of Television to the Classroom," "Science Fiction Selection for Jr. High," "The Possible Gods: Religion in Science Fiction," "The Sexual Politics of Robert A. Heinlein," "Short Films and Science Fiction," "Of What Use: Science Fiction in the Junior High School," "Science Fiction and Films about the Future," "Three Monthly Escapes," "The Science Fiction Film," "Sociology in Adolescent Science Fiction," "Using Old Radio Programs to Teach Science Fiction," "What's a Heaven for?" or Science Fiction in the Junior High School," "A Sampler of Science Fiction for Junior High," "Popular Literature: Matrix of Science Fiction," and "Out in Third Field with Robert A. Heinlein." A brief section of teaching ideas and a bibliography are appended. (RB)

ED 091 692 CS 201 270

Kinneavy, James L.

Can We Get Rid of Dialectal Discrimination in College Admission Tests?

Pub Date Apr 74

Note—28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*College Admission, Cultural Background, *Cultural Factors, *Dialects, *Ethnic Groups, Predictive Ability (Testing), Standardized Tests, *Testing Problems

This paper discusses college admissions tests and their tendency to discriminate against blacks

and Chicanos. Evidence to support this thesis is presented from two perspectives—the level of reading difficulty of the tests and the restricted dialectal characteristic of the language used in the tests. The Scholastic Aptitude Test (SAT)—Verbal readability test results are discussed in relation to Chicanos and Southern non-metropolitan blacks. The dialectal features of admissions tests are discussed in terms of their range of verbal and discourse skills and the analytical skills involved in the SAT-Verbal are compared with a framework of basic discourse and semantic skills. Also presented are conclusions and recommendations which discuss validity, predictability, the college experience, and the job hiring situation. (WR)

ED 091 693 CS 201 274

Stanley, Julia P.

The Stylistics of Belief.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), Expressive Language, Figurative Language, *Language Usage, Linguistics, *Persuasive Discourse, Phrase Structure, Rhetoric, *Syntax

The stylistics of belief is the study of the ways in which language is used by speakers to express their beliefs, to convince other people they are right, or to avoid committing themselves to particular beliefs. Such study can contribute to an understanding of the ways in which people misuse and manipulate language for their own ends. The underlying belief system of the speaker, what linguists and philosophers call presuppositions, determines the choice of syntactic construction and specific words in a given utterance. The term "style" presupposes that there is not a single way of saying what we have to say, but in fact that we have available to us many possible choices for expressing ourselves. The choice of style, however, is limited by our presuppositions, our estimation of our audience, and the contextual limitations dictated by our cultural expectations. Two linguistic areas that relate to analysis of style are syntax and word-choice. Syntactic exploitation refers to the use of sentence structures that permit deletion of linguistic material when deletion occurs in contexts where the reader is unable to recover the deleted material. Exploitation through word-choice can be divided into two types: the use of words for their emotional effect, their connotations, and for labeling; and metaphors. (WR)

ED 091 694 CS 201 276

Norman, Donald A. And Others

Learning and Teaching.

California Univ., La Jolla. Center for Human Information Processing.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Mar 74

Note—59p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Cognitive Processes, *Communication (Thought Transfer), Comprehension, *Educational Research, Learning Characteristics, Learning Processes, *Learning Theories, *Teaching Models

This report examines the process of learning large complex subject matters, by asking about the ways in which teachers and students communicate the necessary knowledge structures to each other and how a student comes to select an appropriate paradigm for solving a problem and revising inappropriate solutions. Protocols from several different learning situations are explored, and an attempt is made to put together the pieces in a cognitive theory of learning and teaching. The model of the student is incomplete. The study concludes that the component parts for learning a language of programming are disconnected and unstructured parts of what should be a consistent, cohesive, conceptual structure, and that theories need to be devised that guide understanding, yield observable predictions, and help advance studies of the learning and teaching process. (Author/RB)

ED 091 695 CS 201 277

A Newspaper Career and You.
Newspaper Fund, Inc., Princeton, N.J.
Pub Date Feb 74
Note—19p.

Available from—The Newspaper Fund, Inc., P.O. Box 300, Princeton, New Jersey 08540 (no charge for single copies)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Career Choice, *Career Planning, *Employment Opportunities, Higher Education, *Journalism, *Newspapers, Secondary Education

This pamphlet is designed to introduce high school students to a career in journalism and suggests college courses to consider in planning such a career. Contents include "When Students Ask for Career Guidance," "J-Schools in the Newsroom? Who's Going to Take the Time to Teach You?" "An Editor's View: What It Takes to Get a Newspaper Job," "How to Apply for a Media Job," "1973 Employment Report: Newspaper Work Attracts 1 of Every 3 Journalism Grads," "Code of Ethics," "College Courses to Consider," and "48,000 Enrolled in College Journalism Study." A list of books, pamphlets, and journalism organizations with further information on journalism careers is appended. (RB)

ED 091 696 CS 201 278

Economy, Niki M., Comp.

Yearbook Know-How: A Guide for Senior High Yearbook Staffs.

Kansas City Public Schools, Kans. Dept. of Secondary Education.

Pub Date 73

Note—52p.; Pages 22a, b, and c may not reproduce sharply due to quality of original

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Content Analysis, Editing, *Journalism, *Layout (Publications), Photography, Printing, *Production Techniques, Secondary Education, Staff Utilization, Student Publications, *Yearbooks

Designed for the high school yearbook staff, this guide contains suggestions and ideas for planning and producing a high school yearbook representative of the entire school. Contents include "Purpose of Yearbook," "Background," "Parts of the Yearbook," "Divisions," "Theme," "Ladder Preparation," "Content with Divisions" (which covers Academics, Faculty, Organizations, Sports, Social Events, Classes, and Honors), "Staff Organization," "General Procedure," "Deadlines," and "Sources for Ideas." Included in a special layout section are "Photography," which discusses basic types of pictures, how to pose "action" shots, cropping, and picture scheduling procedures; "Writing Good Copy," which examines major types of copy, copyfitting, headline unit count, headline rules, copyreading, and editing; and "Yearbook Terms," which defines terms commonly used by the yearbook staff. (RB)

ED 091 697 CS 201 280

Wimer, Frances N., Ed.

Focus: Teaching by Genre.

Virginia Association of Teachers of English.

Pub Date 74

Note—64p.

Journal Cit—Virginia English Bulletin; v24 n1 Entire Issue Spring 1974

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Class Activities, Drama, *English Instruction, Instructional Materials, *Literary Genres, *Literature Appreciation, Poetry, Secondary Education, *Teaching Techniques, Writing

The focus of this bulletin is teaching the various literary genres in the secondary English class. Contents include "The Song Within: An Approach to Teaching Poetry," "Teaching Folk-Rock," "Approaches to Teaching Poetry," "Focus on an Elective Program: Twentieth Century Lyrical Poetry," "Hoffman and Poe: Masters of the Grotesque," "Plays: Shared and Seen," "Using Painting, Photography, and Film to Teach Narration," "This Is the Way the Story Goes...," "Teaching Black Literature in the Secondary School," "An Approach to Student-Centered Discussion," "The Fun as an Effective Classroom Technique," "The Language Arts Skills Center," "Critical Writing and Decision-Making," "

Teaching Writing to High School Students," and "Great English Teaching Ideas." (RB)

ED 091 698 CS 201 287

Shuman, R. Baird, Ed.

Creative Approaches to the Teaching of English: Secondary.

Pub Date Mar 74

Note—262p.

Available from—F. E. Peacock Publishers, Inc., 401 W. Irving Park Road, Itasca, Illinois 60143 (\$4.95, paper)

Document Not Available from EDRS.

Descriptors—Composition (Literary), *Creative Teaching, Drama, *English Instruction, Grammar, Literature Appreciation, Reading, *Secondary Education, Spelling Instruction

Written for the harried English teacher whose aim is creative and stimulating teaching, this book's chapters attempt to provide inspiration for instruction in six specific areas. Robert E. Probst urges the student's enjoyment of literature as a special, thought-provoking experience and suggests that a model of cooperation prevail over a competitive model; Charles Duke approaches drama as a literary genre and as a creative classroom experience which can expand into a school project; Robert Reising outlines a student discovery method for learning grammar; Jan Guffin explores both expository and creative writing, emphasizing the need for fluency; Bertrand F. Richards, denying any creative approaches to teaching spelling, shows how spelling may best be learned and understood; and R. Baird Shuman recommends methods for helping students with reading problems. References are included for each chapter, and an index concludes the book. (JM)

ED 091 699 CS 201 290

Myers, Robert B.

The Popular Arts and the Teaching of Literature.

Pub Date Apr 74

Note—6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Art Expression, Literary Criticism, *Literature Appreciation, *Relevance (Education), *Student Interests

Identifiers—*Popular Arts, Popular Culture

In teaching literature appreciation, study of the academic criticism concerning a literary work may prove neither relevant nor more comprehensive to students. Moreover, attempts to overcome this difficulty by conducting classes in which students discuss the work freely often degenerate into cliché swapping and the cataloguing of superficialities. One solution to these problems is to take advantage of students' immense experience with the popular arts, considering literature as anything with a strong verbal element—including music. Students' internalized knowledge of these arts provides great enjoyment and an understanding of their structures. Thus, effective descriptive criticism in literature study can both proceed on the assumption that all works are contrived from similar conventions and structures, and lead to comprehension, discussion, and appreciation of less familiar areas. (JM)

ED 091 700 CS 201 293

Purves, Alan C.

Testing? Testing? In Literature?

Pub Date Feb 74

Note—9p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (16th, Los Angeles, California, February 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Essay Tests, *Literature, *Literature Appreciation, Objective Tests, Secondary Education, *Student Reaction, *Tests, *Test Validity

The assumptions behind secondary school literature course tests—whether asking students to recall aspects of literary works, to relate literary works to each other, or to analyze unfamiliar literary works—are open to question. They fail to acknowledge some of the most important aspects of literature which, if properly taught, should provide a broad experience of domestic and foreign cultures, create a literate populace, develop student comprehension of and response to events,

and cultivate an articulate and informed taste. With several specific behavioral objectives as testing guides, both objective and essay tests may be formulated—definitely and carefully— which would include questions concerning comprehension, perception of literary forms, emotional response and its articulation, aesthetic judgment, and the value to the student of literary experiences. (JM)

ED 091 701 CS 201 294

Inglehart, Babette F. Mangione, Anthony R.

Multi-Ethnic Literature: An Annotated Bibliography on European Ethnic Group Life in America.

American Jewish Committee, New York, N.Y. Inst. of Human Relations.

Pub Date May 74

Note—62p.; Prepared for the Conference on Multi-Ethnic Literature (Chicago State University, Chicago, Illinois, May 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Caucasian Race, Cultural Factors, *English Instruction, Ethnic Groups, *Ethnic Studies, Higher Education, Secondary Grades

Identifiers—*National Project on Ethnic America

This annotated bibliography relating to white ethnic studies is intended to assist teachers of English and social sciences in high schools and colleges in improving the self-image of students who have immigrant parents and grandparents. Most references are concerned primarily with America and the American scene, writers whose primary language is not English have been included only if their works have been translated. The bibliography has been divided first to list anthologies dealing with the white ethnic experience, then to list fiction, drama, poetry, biography, history, and criticism dealing with European ethnic groups in America (Dutch, German, Greek, Hungarian, Armenian, Irish, Italian, Jewish, Scandinavian, and Slavic). Whether or not a book is in print or available in paper is indicated. In many cases, titles of books no longer in print have been included because of their importance in presenting some aspect of the immigrant experience and their value to researchers and scholars. A key is also included to identify some important subject or subjects with which each work concerns itself. (WR)

ED 091 702 CS 201 295

Burt, Forrest D., Ed. King, Sylvia, Ed.

Equivalency Testing: A Major Issue for College English.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 74

Contract—NE-C-0-72-4636

Note—68p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 02222, \$1.25 non-member, \$1.15 member)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—College Credits, *Colleges, Educational Trends, English Instruction, *Equivalency Tests, Professors, Student Evaluation, Student Placement, Testing Programs

Identifiers—CLEP, College Level Examination Program

The topic of this booklet is the current programs in equivalency testing in English, their inherent problems and any possible solutions. Papers which were presented orally at the Texas Conference on Placement, Exemption, and Credit in English consist of "Societal Demands for the Program of Placement, Exemption, and Credit"; "Grounds for Confidence in Using Standardized Tests"; "The Relationship between the Professor and the Academic Vice President's Office in Terms of Credit by Examination"; "The Relationship between the Professor of English and the Director of the Counseling and Testing Center"; "The Professor: The Key to the Program of Placement, Exemption, and Credit in English"; and "The Roles of the College or University in the Program of Placement, Exemption, and Credit in English." Also included are "Equivalency Testing in College Freshman English: A Report and a Proposal"; "Politics of CLEP and Other Equivalency Examinations: Resolutions of ADE-

Bradley Conference"; and a chart on English testing practices in Arkansas, Louisiana, Oklahoma, and Texas. (JM)

ED 091 703 CS 201 296

Smitherman, Geneva

Hidden Agendas: The View from Minority Students on "Keep This Nigger Boy Running."

Pub Date Apr 74

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Instruction, *Communication (Thought Transfer), Composition (Literary), Concept Formation, English Instruction, Information Retrieval, *Language Arts, *Negro Dialects, Nonstandard Dialects, *Racial Discrimination, Reading Improvement

Educators and intellectuals with some sense of humanity should comprehend the hidden message inherent in setting up a dichotomy referring to two linguistic/cultural entities: that one set of structures is sufficient; one is not. For the black student, this message of inferiority is communicated both through the teacher in his instruction, assignments, grading procedures, and attitudes, and through the university in its tracking system which extends to society and the job market. To provide the kind of language/composition teaching the minority student needs, a learning environment should be set up in which he gains mastery in obtaining information, reading competently, using language effectively, and organizing concepts verbally—all using the dialect to which he is accustomed. (JM)

ED 091 704 CS 201 297

Kirby, David K.

How Not to Teach Black Students: The Confessions of an Ex-Formula Man.

Pub Date Apr 74

Note—8p.; Paper presented at the Annual Meeting and Conference of the College English Association (Philadelphia, Pennsylvania, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Instruction, Composition (Literary), English Instruction, *Literature Appreciation, *Negro Students, Negro Youth, *Teaching Methods, Workshops

Teaching black students on a nonurban and nearly all-white campus is challenging, especially as blacks tend to be cautious. For this reason, two literature teaching methods—formula-think (use of general formulas, which both encourages literary imperialism and leaves the student without tools for future literary comprehension at the end of the course) and ego-busting (which fuels the black student's self-doubt)—must be avoided. One solution is a literature workshop approach, in which students are assigned to read and write a short paper about a literary work which has been introduced with basic historical and critical facts. After papers are graded, they are discussed by both students and instructor in a classroom workshop. Frequent individual conferences are also held, and final grading is based on the papers chosen by students as their best work. As a result, the students' active engagement in literary study increases their confidence in approaching literature. (JM)

ED 091 705 CS 201 298

Clarke, Stephen P.

Studies in Scarlet: An Approach to Mystery Fiction as a Literature Elective.

Pub Date May 74

Note—10p.; Paper presented at the Annual Convention of the New York State English Council (24th, Binghamton, New York, May 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Course Descriptions, *Critical Reading, *Critical Thinking, *English Curriculum, *Fiction, *Literary Analysis, Literature, Novels, Propaganda, Secondary Education

Identifiers—*Mystery Novels

This 20-week course in mystery fiction for high school students is designed to provide experiences in logical thinking, reasoned written presentation, the nature of literary analysis via the crime story, and the tools of research. Students should be able to (1) use their language

well, (2) read critically with attention to detail, and (3) meet and successfully challenge the generalization, slanting, equivocation, and other logical fallacies. The Introduction Unit consists of Dorothy Sayer's essay "Aristotle on Detective Fiction" and a record and filmstrip set on logical thinking. It also presents a variety of class exercises which include problems in logic built from hypothetical murder cases, vocabulary drills, and working with such concepts as truth, falsity, validity, invalidity, the probable, the possible, and the major concept of mystery fiction: paralogism, the art of telling the truth in such a way that the reader is induced into coming to a false conclusion. The subsequent reading units consider plot, characterization, and setting and atmosphere. A review of the structural elements is the next unit, using in-class discussion of short stories. In the final unit, the students read, study, and prepare critical essays for each of two novels. (TO)

ED 091 706 CS 201 299

Lederman, Marie Jean

The Metamorphosis: "An English Major Awoke One Morning from Uneasy Dreams He Found Himself Transformed into an English Teacher."

Pub Date May 74

Note—17p.; Paper presented at the Annual Convention of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Composition (Literary), *English Instruction, Higher Education, Peer Teaching, *Preservice Education, Reading Skills, *Remedial Instruction, Teaching Methods, Team Training, *Tutorial Programs, Writing Skills

Open admissions as an educational policy in higher education depends upon the success of remediation programs in English and especially in composition courses. Because so many English majors will spend part of all of their professional lives teaching, their training at both the undergraduate and graduate levels should prepare them for teaching, but it does not. Writing is what English majors who teach know least about, and that is what they will spend most of their time teaching. One solution to the need for more teachers in remedial courses involves using English majors as tutors. Another approach to a remedial English course is to involve students in a team-teaching venture. The advantage of peer-teaching and team-teaching is that students learn from each other, and this provides an opportunity for remedial students to improve their reading and writing skills while the English major acquires valuable teaching experience in the initial stages of education, long before he is responsible for several classes of students. (RB)

ED 091 707 CS 201 300

Brown, Lee H.

Individualized Instruction and the Rhythmic Claims of Freedom and Discipline.

Pub Date May 74

Note—11p.; Paper presented at the Annual Convention of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Objectives, *Educational Philosophy, Elementary Education, Individual Development, *Individualized Instruction, Learning Processes, Secondary Education, Teacher Role, *Teaching Methods

Three of the postulates elaborated and developed in "The Rhythmic Claims of Freedom and Discipline" by A.N. Whitehead contain implications for individualized learning. The first postulate states that the process of education envelops three major periods—the stages of romance, precision, and generalization; the second postulate states that the principles of freedom and discipline should be adjusted to the individual's personality; and the third postulate deals with the role of the teacher in the learning process. These postulates, upon close examination, suggest that educators must learn from the mistaken practices of the past and invite the philosopher to return to his proper place at the heart of the educational process. (RB)

ED 091 708 CS 201 302

Knudson, Jerry W.

The Press and the Bolivian National Revolution.

Pub Date Nov 73

Note—55p.

Journal Cit.—Journalism Monographs; n31 Entire Issue Nov 1973

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), *Information Dissemination, Information Utilization, *Journalism, *Newspapers, Persuasive Discourse, Press Opinion, *Propaganda, Public Opinion

Identifiers—*Bolivia

Social revolutions, which frequently use the press as a propaganda weapon, have been rare in Latin America despite the striking social inequalities of the region. Only three classic socioeconomic revolutions have unfolded in the hemisphere—in Mexico in 1910, in Bolivia in 1952, and in Cuba in 1959. Bolivia attempted to effect radical reforms through the democratic process, until the military seized the revolution in 1964. The press was decisive in fomenting and implementing the Bolivian National Revolution (1952-1964), guided by the political group known as the Movimiento Nacionalista Revolucionario (MNR). It is this phenomenon that this study examines. The Bolivian National Revolution would not have succeeded if the MNR had not aroused and sustained the social conscience of the small middle class through newspapers and literature. "La Nacion," official newspaper spokesman of the revolution for 12 years, declared, "Traditionally, the MNR is a party of journalists. The founding staff was (in 1941) almost totally composed of newspapermen. As the years passed, those men occupied high functions in the government and in diplomacy, but almost always as a consequence of their activity displayed in the press." (TO)

ED 091 709 CS 201 304

Smith, Myrna J. Bretcko, Barbara A.

Research on Individual Composition Conferences.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Composition (Literary), Course Evaluation, *Educational Research, Higher Education, Junior College Students, *Program Evaluation, *Teaching Techniques, Writing Skills

Identifiers—*Teacher Student Conferences

The purpose of this study was to examine the effect of individual conferences on the performance of students in a junior college composition program. A review of the literature on conferencing led to the hypothesis that students who had individual conferences would improve their writing significantly more than those students who did not. In both the control group and the conference group, the same amount of reading and writing was assigned each week. The results of this study indicate that it is questionable to invest the amount of time spent in six conferences, as was done in this study. Beyond the first two conferences the data indicated the students did not learn any more than if they spent the time in class. (RB)

ED 091 710 CS 201 306

Clark, Thomas L.

A Handbook of Short Courses in Dialect Studies for K-12 Teachers.

American Dialect Society; National Council of Teachers of English, Champaign, Ill. Commission on the English Language.

Pub Date 74

Note—33p. Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 99887, \$1.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Dialect Studies, *English Instruction, *Inservice Teacher Education, Language Role, Regional Dialects, Short Courses, Social Dialects, *Teacher Workshops

Too often the dialect of the teacher or the student, or both, creates interferences which hinder the educational process. By being aware of potential problems in pronunciation, lexicon, and syntax, the teacher can explain or avoid language interferences. Furthermore, the teacher can consciously help the student avoid pejorative connotations some dialects have for some people. This handbook, designed to help teachers use

workshops to disseminate information about regional and social dialects, is divided into four main parts. The first describes the purpose of the overall organization of the workshops. The second part contains the models, which are based on workshops that have been conducted, for the most part, in Clark County, Nevada, over a two-year period. The selected bibliography, the third part, is organized by collections and anthologies, books and monographs, dictionaries and reference works, recordings, and articles. The final part of the handbook is a directory of persons who have been supplied with lists of potential workshop leaders in their regions. (TO)

ED 091 711 CS 201 309
Katzenmeyer, William G. And Others
Report on National Coordinated Evaluation of
Five Models for Language Arts/Reading Centers.

National Council of Teachers of English, Urbana, Ill.; Specialized Educational Consultant Services, Inc., Durham, N.C.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date Nov 71

Note—214p.
EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Educational Research, Elementary Education, *Evaluation Techniques, *Inservice Teacher Education, *Language Arts, *Models, Reading, Teacher Attitudes, Teaching Techniques

Reported in this document are the evaluation results of five model teacher inservice language arts/reading projects geographically dispersed and operationally unique. Contents include an introduction describing the joint efforts of the Bureau of Educational Personnel Development and the National Council of Teachers of English in carrying out the projects, "Design and Evaluation Strategy," "Report on Site Visits," "Summary of Project Directors' Report," "Results of Teacher Practices and Attitude Survey," "Results of Study of Pupil Test Performance," and "Summary and Conclusions." Concluding the document are several appendixes on the evaluation design, data forms, and performance results obtained from the projects (Project DELTA—University of California at Berkeley and Berkeley Public Schools; Inservice Program in Reading/Language Arts—Ohio State University and Columbus Public Schools; Project PIRLT—Temple University and Philadelphia Schools; Seawell Elementary School—University of North Carolina and Learning Institute of North Carolina; and Portland State University and Portland City Schools, Oregon). (RB)

ED 091 712 CS 201 311
Kirby, David K.

The Workshop Method: Basis for an Ideal College Curriculum.

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Instruction, Composition (Literary), English Instruction, Literary Criticism, *Literature Appreciation, Student Motivation, *Teaching Methods, *Workshops
The workshop method of teaching a college literature course has proved an effective means of stimulating independent student work, promoting teacher-student conferences, and providing for peer criticism. Discussions of both some specific principles of literary criticism and the historical background of the period to be studied introduce the course, which continues with student reading assignments followed by a short assigned paper. Student-teacher conferences then focus on these papers while the next reading and writing assignments commence. During the subsequent workshop sessions, good and bad passages from various papers are read and criticized, giving students simultaneous discussions of the literary works and their treatments of it. Individual papers receive explicit comments, but no grades. The final grade is based on the five papers the student considers to be his best. Since good writing-thought organized to a purpose—is compatible with any discipline, this workshop method may be used to advantage in any academic department. (JM)

ED 091 713 CS 201 312
Weaver, Constance
Black Dialect? Or Black Face?

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—African Culture, *Composition (Literary), *Effective Teaching, English Instruction, *Linguistic Patterns, *Negro Dialects, Negro History, Nonstandard Dialects, *Teacher Attitudes, Teaching Techniques

Because of the tendency to reject Black English speakers, perhaps as an excuse for maintaining social and racial prejudices, teachers should understand that nonstandard dialects result from geographical and/or cultural isolation and conflict (as in Appalachian English), and from linguistic conflict (as in Chicano English). The language of many black people reflects both pidgin English—minimal communication produced by a conflict between seventeenth-century English and West African languages, and West African language structure—lacking verb or noun endings. Black English features, as seen in a typical example of one black student's composition papers, consist of few inflectional verb and noun endings, and the unusual use of derivational morphemes. To effectively help in the development of black students' writing, teachers' usual compulsive concern for correct mechanics should be replaced by an emphasis on students' writing more coherently (especially in theme development) and interestingly in their own dialect. (An appendix includes the black student's paper and an examination of Black English morphological examples.) (JM)

ED 091 714 CS 201 313
McCarthy, Kevin M.
English and the Two-Year College.

Note—7p.; Paper presented at the Annual Meeting and Conference of the College English Association (Philadelphia, Pennsylvania, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Community Colleges, *English Instruction, English Programs, Junior Colleges, *Masters Degrees, Preservice Education

With the purpose of establishing a special English program at the University of Florida which would serve both teachers at the two-year community colleges and students preparing to teach at them, a five-man committee visited most of the state's 30 two-year colleges to discuss their needs and goals with faculty and administrators. Summer institutes designed specifically for community college teachers, and increased attendance at national conferences such as the College English Association and the Conference on College Composition and Communication provided further information. As a result, a flexible M. A. program has developed with these degree requirements: (1) six four-hour English courses, (2) five of the four-hour specifically community college courses, (3) an internship in teaching, (4) reading knowledge of one foreign language, and (5) a comprehensive written exam. In addition, experienced two-year college teachers are being used, graduate courses are offered at night, University of Florida faculty travel to community colleges to teach, and a close relationship has been established between the university and the community colleges. (JM)

ED 091 715 CS 201 320
Little, Peter S.
Sentence Interpretation Test (SIT).

Note—19p.; From author's Masters Thesis, University of Alberta, "An Investigation into the Relationship Between Structural Ambiguity and Reading Comprehension"; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Context Clues, *Educational Research, Intermediate Grades, Language Arts, *Measurement Instruments, Reading Comprehension, *Reading Skills, *Reading Tests, Research Tools, Resource Materials

Identifiers—Sentence Interpretation Test, SIT, *The Research Instruments Project, TRIP

Designed to measure the ability of children to identify the meanings of structurally ambiguous or unambiguous sentences of English, the test consists of forty lead sentences: ten with surface structure ambiguity, ten with underlying structure ambiguity, and twenty which are unambiguous. For each of the lead sentences three interpretative sentences were constructed, one, two, or all three of which gave a meaning of the lead sentence. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 716 CS 201 321
Mantell, Arlene
Test of Language Judgment.

Note—6p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Research, *English (Second Language), Intermediate Grades, Language Arts, *Language Development, Language Usage, *Measurement Instruments, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Designed to measure ability to choose rules of Standard English and Black English as they are appropriate to a situational context, the test consists of twenty items. It is an untimed group test, with reading assistance available if necessary from the examiner. Thirteen of the items present a situational context, requiring the subject to choose the more appropriate of two possible sentences; five items ask the subject to reply to a situational context; and two other items present a sentence and ask the subject to make an appropriate response. Of the twenty items, twelve require a response in Standard English and eight require a response in Black English. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Standard English as a Second Language or Dialect), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 717 CS 201 322
Montague, Mikell J.
The Contextual Ambiguity Test (CAT).

Note—17p.; From author's M.Ed. Thesis, University of Alberta, "The Relationship of Sentence and Contextual Ambiguity to Reading Comprehension"; See related documents CA 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Context Clues, *Educational Research, Intermediate Grades, Junior High Schools, Language Arts, *Measurement Instruments, *Reading Skills, *Reading Tests, Research Tools, Resource Materials

Identifiers—CAT, Contextual Ambiguity Test, *The Research Instruments Project, TRIP

Designed to measure the effect of context on the ability of students to interpret structurally ambiguous sentences, this test consists of 20 items, ten of which are based on the surface structure ambiguities of the Sentence Interpretation Test (SIT). The criteria established for the construction of the Contextual Ambiguity Test (CAT) included item selection from the SIT, one sentence embedded in one paragraph to limit alternative interpretations, selection of vocabulary judged as grade 5 or below, paragraphs which stimulated naturally occurring reading situations, a consistent paragraph length of about sixty words, a strictly adhered to test format, and sub-

mission of the test to two groups of people. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate, junior high), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 718 CS 201 323

Kozl, Stephen M., Jr.
Noun Plural Development Test.

Pub Date 70

Note—340p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$16.20 PLUS

POSTAGE

Descriptors—Early Childhood Education, *Educational Research, Elementary Education, Language Arts, *Language Development, Language Skills, *Measurement Instruments, *Nominals, *Plurals, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Designed to assess the ability to produce and recognize selected regular and irregular noun plural forms, researchers may infer from the results the extent to which children have internalized the rules governing pluralization patterns. Noun pluralization in English is divided into rules for "regular" nouns and learned forms for "irregular" nouns. Fourteen noun pluralization patterns are included. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date, and age range (preschool, primary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 719 CS 201 324

Stennett, R. G. And Others

Beginning Reading Project: Test Development and Administration; Developmental Patterns in Elementary Reading Skills

London Board of Education (Ontario). Educational Research Services.

Pub Date Jul 73

Note—188p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

POSTAGE

Descriptors—*Beginning Reading, *Educational Research, Elementary Education, Language Arts, *Measurement Instruments, Reading Instruction, *Reading Skills, *Reading Tests, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Designed to measure the normal development of several of the elemental skills which children must acquire if they are to become skilled readers, this study involved the design and testing of batteries of tests to measure the various reading subskills identified. The battery consists of the following tests: visual, auditory, audiovisual, visual-motor, language background factors, test behavior and attitude, instructional exposure, and mastery. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, authors, date, and age range (preschool, primary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 720 CS 201 325

Hipple, Theodore W. Giblin, Thomas R.

Professional Reading of Teachers Questionnaire.

Pub Date 71

Note—16p.; Reprinted from "Research in the Teaching of English," Fall 1971; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Educational Research, English Instruction, Language Arts, *Measurement Instruments, *Reading Habits, *Reading Interests, Research Tools, Resource Materials, Secondary Education, State Surveys, Teacher Improvement, *Teachers

Identifiers—*The Research Instruments Project, TRIP

Designed to determine the professional reading backgrounds, habits, and interests of secondary English teachers, this study surveyed the amount of reading done in three areas: professional journals, books about the teaching of English, and books on general education. Titles of selected books (with authors) and journals are presented, along with fictitious titles, and the respondent is asked to mark a seven-point scale after each title, indicating his degree of familiarity with each item, from never having heard of it to intimate knowledge of the contents. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Teacher Competency), title, authors, and date, and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 721 CS 201 326

Smith, Vernon H.

Composition Rating Scale.

Pub Date 66

Note—19p.; Reprinted from "Research in the Teaching of English," Fall, 1969; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Composition (Literary), *Educational Research, English Instruction, *Evaluation Methods, Higher Education, Language Arts, *Measurement Instruments, Research Tools, Resource Materials

Identifiers—Composition Rating Scale, *The Research Instruments Project, TRIP

Designed to assess consistency in teacher judgment of student essays and to assess conformity of teacher judgment with expert judgment, the Composition Rating Scale (CRS) requires the taker to rank-order five brief compositions. Requiring twenty minutes to complete, the scale can be used to evaluate the consistency of teacher judgments of compositions, to screen lay-composition readers, or to prepare student teachers. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Teacher Competency), title, author, and date, and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 722 CS 201 327

Calvert, Kenneth H.

K-Ratio [Kernel Structure] Index.

Pub Date 71

Note—23p.; From "An Investigation of Relationships Between the Syntactic Maturity of Oral Language and Reading Comprehension Scores"; Author's Ph.D. Dissertation, University of Alabama; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Educational Research, Intermediate Grades, Language Arts, *Language Development, *Measurement Instruments, *Oral English, *Reading Comprehension, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Designed to measure the syntactic maturity of oral speech, the K-Ratio Index was devised for use in an investigation of the relationships

between certain measures of syntactic maturity of oral languages and silent reading comprehension scores. Preparation for computing the ratio was accomplished by transcribing oral speech samples, excluding syntactically irrelevant matter, dividing into T-units, placing each T-unit at the top of its own data sheet, and counting the number of kernel structures imbedded in each T-unit. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 723 CS 201 328

Sager, Carol

Sager Writing Scale.

Pub Date 73

Note—39p.; From author's Ed.D. Dissertation, Boston University, 1972; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Creative Writing, *Educational Research, *Evaluation Methods, Intermediate Grades, Junior High Schools, *Language Arts, *Measurement Instruments, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Designed to assess the quality of pieces of creative writing in the intermediate and junior high grades, the Sager Writing Scale (SWS) is intended for use by both students and teachers or by researchers. The SWS contains four scales with four ratings possible in the areas of vocabulary, elaboration, organization, and structure. Validity for the SWS is claimed for its being based on an examination of what experts have said about children's writing and an examination of over a thousand pieces of children's writing. Reliability for three adults trained as raters was .97. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (intermediate, junior high), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 724 CS 201 329

Twhigh, Brian T.

Letter Directionality Test, Word Directionality Test, and Sentence Directionality Test.

Pub Date 72

Note—12p.; From author's Master's Thesis, University of Alberta, "Investigation into the Relationship Between Body Directionality, Letter Directionality, and Reading Achievement of Grade One Children"; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Educational Research, Language Arts, *Letters (Alphabet), *Measurement Instruments, Preschool Children, Primary Grades, Reading Processes, *Reading Skills, Research Tools, Resource Materials, *Space Orientation

Identifiers—*The Research Instruments Project, TRIP

Designed to measure the subject's ability to discriminate among alphabetic letters varied over three spatial dimensions (left-right, vertical, and combination left-right and vertical), the tests can be administered in groups and take about twenty minutes to complete. Ten letters of the alphabet were selected for asymmetry (for example, b-d) and matching (n-u). Each letter is represented in two items and is tested when the letters are in isolation, in the context of words, and in the context of words in sentences. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for

Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (preschool, primary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 725 CS 201 330

Wall, Ernest R.

Topical Analysis of the Content of Literature Discussions.

Pub Date 74

Note—54p.; From author's Ph.D. Dissertation, University of Toronto; See related documents CS 210 320-375

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Content Analysis, *Educational Research, Language Arts, *Literature Appreciation, *Measurement Instruments, Research Tools, Resource Materials, *Teaching Skills

Identifiers—*The Research Instruments Project, TRIP

Designed to describe and categorize the topics in a classroom or small-group discussion of literature, this instrument is a content analysis scheme. After segmenting into statements the typed transcript of an audio-recorded literature discussion, the researcher categorizes each statement into one of four categories—position, nature, stance, and subject—under which there are seventeen subcategories. An unusually high interrater reliability of .93 was achieved between the author and an assistant he trained. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Teacher Competency, Literature), title, author, date, and age range (junior high, senior high, postsecondary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 726 CS 201 331

Tway, Eileen

Literary Rating Scale.

Pub Date 69

Note—20p.; From author's Ph.D. Dissertation, Syracuse University, June 1970; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Composition (Literary), Creative Writing, *Educational Research, Elementary School Students, Fiction, Junior High School Students, Language Arts, *Literary Analysis, *Measurement Instruments, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Designed to assess analytically the quality of children's fictional stories, this study is composed of a set of twelve scales: structure, word usage, characterization, setting, point of view, conversation, detail, appeals to senses, values, ending, sentence structure, and situation. Each scale is scored 0, 1, or 2, with the highest possible score being 24. The separate scales are based on a review of literary criticism and theory, an analysis of children's writing, and an examination of authors' and English professors' responses to a group of ten stories written by children. A validity check indicated that the scale did discriminate maturity in writing. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (elementary, junior high), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 727 CS 201 332

Simons, Herbert D.

Deep Structure Recovery Test (D. S. R. T.).

Pub Date 69

Note—9p.; For related documents see CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Deep Structure, *Educational Research, Intermediate Grades, Language Arts, *Measurement Instruments, *Reading Skills, *Reading Tests, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Designed to measure children's skill at recovering the deep structure relationships of sentences, the test contains twenty-five groups of three sentences and directs the children to circle the sentence which has a different meaning within each group. Means and standard deviations are listed by sex, and content validity is established for the test by stating six assumptions on which the ability to recover deep structure rests and by discussing each assumption with regard to the test. Reliability was established by the Kuder-Richardson 20, which resulted in a coefficient of .7964. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts," to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 728 CS 201 333

Sigelman, Carol K.

Giving and Taking Directions.

Pub Date 72

Note—61p.; From author's Ph.D. Dissertation, "Giving and Taking Directions: Subcultural Communication Barriers and Evaluative Reactions to Speech"; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Communication Problems, *Educational Research, Evaluation, Intercommunication, Language Arts, *Listening, *Measurement Instruments, *Negro Dialects, Research Tools, Resource Materials, Secondary Education, Socioeconomic Influences, Socioeconomic Status, *Standard Spoken Usage

Identifiers—*The Research Instruments Project, TRIP

Designed (1) to determine both the communication barriers arising among high school students of divergent subcultural backgrounds, and how low socioeconomic status black and middle socioeconomic status white listeners evaluate members of their own and different subculture groups as well as speakers of Network English as persons and (2) to examine communication barriers, this test consists of four maps. Each map contains two sets of directions—one set produced by a black dialect speaker and read by a black dialect speaker and a Network English speaker, and one set produced by a Standard English speaker and read by a Standard English speaker and a Network English speaker. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Listening), title, author, date, and age range (secondary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 729 CS 201 334

Composition Opinionnaire: The Student's Right to Write.

National Council of Teachers of English, Urbana.

Ill. Commission on Composition.

Pub Date 72

Note—9p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Composition (Literary), *Educational Research, *English Instruction, Language

Arts, *Measurement Instruments, Research Tools, Resource Materials, Student Motivation Identifiers—*The Research Instruments Project, TRIP

Designed to assess teachers' attitudes toward writing and the teaching of writing, this questionnaire consists of two parts. The first section covers the personal, educational, and professional background of the informant, while the second section contains 55 statements eliciting the informant's opinion—with a range of five options—about composition instruction. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Teacher Competency), title, authors, and date, and describe the instrument's purpose and physical characteristics.] (JM)

ED 091 730 CS 201 335

Shepherd, James F.

Morpheme Knowledge Test.

Pub Date 73

Note—12p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Research, Language Arts, *Language Development, *Measurement Instruments, *Morphemes, Post Secondary Education, *Reading, Research Tools, Resource Materials, Secondary Education Identifiers—Prefixes, Root Words, *The Research Instruments Project, TRIP

Designed to measure a person's knowledge of commonly used prefixes and root words, this test is composed of the twelve most frequently occurring prefixes and the twelve most frequently occurring root words derived from Latin. During the untimed test, students are directed to select the best meanings for prefixes and other word parts. Content validity was established by reliance on the blueprint for the test and by submitting the instrument to the judgment of three language experts. The coefficient alpha reliability as calculated on the normative data was .75. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (senior high, postsecondary, adult), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 731 CS 201 336

Robertson, Jean E.

Connectives Reading Test.

Pub Date 66

Note—35p.; From author's Ph.D. Dissertation, University of Alberta, 1966; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Research, Intermediate Grades, Language Arts, *Measurement Instruments, *Reading Skills, *Reading Tests, Research, Resource Materials, *Written Language

Identifiers—*The Research Instruments Project, TRIP

Designed to investigate the understanding of the linguistic form that connects a clause to another clause or another word, the test contains four sections. The students are instructed to read the first part of a sentence and then choose the answer which best completes that sentence. Each multiple choice item contains the correct answer and three alternative answers. Content validity was established and reliability coefficients ranged from 0.962 to 0.974 for grades 4, 5, and 6, and for these grades combined. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts," to be published by the Committee on Research of the National Council of Teachers of

English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 732 CS 201 337

Rystrom, Richard

Rystrom Reading Comprehension Test.

Pub Date Jun 69

Note—8p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Educational Research, Intermediate Grades, *Language Arts, *Measurement Instruments, *Reading Comprehension, *Reading Tests, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Designed to measure specific dimensions of reading comprehension, the items for this test are based on a comprehension model which suggests that comprehension can be defined as six different skill areas: vocabulary, syntax, item recall, item sequence, interpretation, and evaluation. The test is divided into sections to correspond to each of the skill areas. Reliability coefficients for the various groups ranged from .70 to .98 with a mean of .84, and correlation coefficients between the California Reading Test and the Rystrom Reading Comprehension Test were calculated for four of the groups and ranged from .84 to .91. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 733 CS 201 338

A Scale for Evaluation of High School Student Essays.

California Association of Teachers of English, Redlands.; National Council of Teachers of English, Champaign, IL.

Pub Date 60

Note—33p.; Prepared for the California State Articulation Conference under the Joint Subcommittee on Composition; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Composition (Literary), *Educational Research, *Evaluation Methods, *Expository Writing, Language Arts, *Measurement Instruments, Research Tools, Resource Materials, Secondary Education

Identifiers—*The Research Instruments Project, TRIP

Designed to provide a scale for assessing the quality of short expository essays, this material includes a group of six expository essays about 250-300 words in length arranged in order of quality. Each essay is followed by critical comments and a general discussion of the characteristics of essays at that level of quality. No validity or reliability data are reported, but thirty-seven of forty college students in advanced composition courses were able to arrange the six essays in the order established in the scale. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (high school), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 734 CS 201 339

Marcus, Albert D.

A Test of Sentence Meaning with Answer Sheet: A Diagnostic Test of Syntactic Clues to Meaning in Reading. Revised Edition.

Pub Date 68

Note—28p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Educational Research, Intermediate Grades, Junior High Schools, Language Arts, Language Development, *Measurement Instruments, *Reading Comprehension, *Reading Diagnosis, *Reading Tests, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Designed to measure the level of understanding of literal meaning attained by students in grades 5-8 through the use of syntactic clues within written standard English sentences, this silent reading test reveals a student's strengths and weaknesses in syntactic knowledge and thus helps the teacher plan a program of instruction. Reliability coefficients were computed for all 102 items for each of the four grades and for the total test sample. Coefficients ranged from .95 for grade 5 to .89 for grade 8. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date, and age range (intermediate, junior high), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 735 CS 201 340

Moore, Betty Jean

The Heinsen-Moore Test of Visual Processing Skills with Directions for Administration and Scoring. Revised Edition.

Pub Date 72

Note—26p.; Revision of an earlier test designed by Dr. Arthur C. Heinsen, Jr., a practicing optometrist; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Educational Research, Elementary Education, Language Arts, *Measurement Instruments, Primary Grades, *Reading Skills, *Reading Tests, Research Tools, Resource Materials, *Visual Perception

Identifiers—*The Research Instruments Project, TRIP

Designed to enable classroom teachers to screen an entire classroom of children simultaneously for visual processing skills, this test uses a four-page answer booklet and nine 35mm slides, and it includes activities for both near- and far-point visual skills. The test is used only for gross measurement, and a child who makes a low score would be singled out for further individual testing or referral to professional vision specialists. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 736 CS 201 341

Hoetker, James Robb, Richard

The "Place of Drama" Questionnaire.

Pub Date 67

Note—34p.; Reprinted from "Research in the Teaching of English," Fall 1969; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Drama, *Educational Research, English Instruction, Language Arts, *Measurement Instruments, Research Tools, Resource Materials, *Teacher Qualifications, *Teaching Skills

Identifiers—*The Research Instruments Project, TRIP

Designed to assess teachers' attitudes toward a variety of objectives for teaching drama, the "Place of Drama" questionnaire contains 32 items. A principal component factor analysis of results from a large-scale tryout yielded the following

categories among the items: noncognitive personal development, ethical growth, literary knowledge, improvement of taste and behavior, curricular utility, theater-specific knowledge, transfer of skills, enjoyment, and art appreciation.

Eight categories were devised to cover the range of objectives for drama, and then four groups in the study—English teachers, actors, administrators, and drama teachers—sorted the objectives into the categories with rather high agreement (85 percent in one sorting), confirming their usefulness and appropriateness. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Teacher Competency), title, authors, and date, and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 737 CS 201 342

Powell, Annette

Intermediate Reading Attitude Index with Administrator's Directions.

Pub Date 71

Note—11p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Attitudes, *Educational Research, Intermediate Grades, Language Arts, *Measurement Instruments, *Reading, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Designed to measure attitudes toward reading at any specific point and to measure changes in attitude toward reading, this instrument consists of twenty items selected from "An Inventory of Reading Attitude" devised by the Department of Education in San Diego, California. These items were modified by being stated in behavioral terms and in declarative statement form, and a panel of experts (professors of children's literature) checked the content validity. After being administered to a select group of fourth through sixth graders, validity was checked further by the item analysis technique. The split-halves coefficient was .76, and the Spearman-Brown Prophecy Formula reliability coefficient was .86. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 738 CS 201 343

Powell, Annette

Primary Attitude Reading Index with Administrator's Directions.

Pub Date 71

Note—29p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Changing Attitudes, *Educational Research, Language Arts, *Measurement Instruments, Primary Grades, *Reading, Reading Interests, Recreational Reading, Research Tools, Resource Materials, *Student Attitudes

Identifiers—*The Research Instruments Project, TRIP

Designed to measure the changes in attitudes toward reading for pleasure of student groups in grades one to three, this instrument consists of 32 items stated in story form. Each item appears on a single page of the student's booklet, along with three faces representing happy, indifferent, and unhappy reactions. The administrator reads the item to the group, and the student then circles the face which indicates his reaction. Content validity was established by professors of children's literature and reading. The reliability coefficient was .92 when the Spearman Brown Prophecy Formula was applied. [This document is

one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 739 CS 201 344

Peltz, Fillmore K.
Linguistic Analysis Worksheet.
Pub Date 71

Note—25p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974); See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Comprehension, *Educational Research, Kernel Sentences, Language Arts, *Measurement Instruments, *Reading, Research Tools, Resource Materials, Secondary Education, Syntax, *Transformations (Language)

Identifiers—Linguistic Analysis, *The Research Instruments Project, TRIP

Designed to test the effect upon comprehension of repatterning passages from a tenth grade social studies text by approximating the syntactic patterns found in a transformational analysis of the writing of the tenth grade subjects expected to read the text, this instrument was applied to 34 subjects who were asked to write 1,000 words of prose dealing with social studies content. The writing was segmented into T-units which were analyzed to quantify the frequency of use of each of 51 different transformations, and a synopsis of clause of sentence length factors was derived. Eight social studies passages were subjected to identical analysis, repatterned, and constructed with the original versions into a multiple choice test. Results showed significantly more correct responses to cloze items based upon the repatterned passages. [This document is one of those reviewed in The Research Instruments Project (TRIP) monographs "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (senior high), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 740 CS 201 345

Gavin, Mary Therese
S-N Auditory Discrimination Test and Auditory Memory Span for Letters Test.

Pub Date 70
Note—13p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auditory Discrimination, *Educational Research, Language Arts, *Measurement Instruments, Preschool Children, Primary Grades, *Reading, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Based on research findings which suggest that stop and nasal sounds are difficult to discriminate by some children in the beginning years of school, this test is designed to appraise the ability of children to discriminate fine differentiations of stop and nasal sounds in minimal word-pair items. The major criteria for choice of test items were position of sounds in words, selection of sound contrasts, and selection of word contexts. The revised test consists of five subtests, each containing 50 word-pair items. The test is administered by having the examinee listen to the word-pair items presented on a tape recorder and respond verbally as to whether the words are alike or different. The subject is given some general practice before the playing of the tape selection. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the

Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Auditory Discrimination-Reading), title, author, date and age range (pre-school, primary), and describes the instrument's purpose and physical characteristics.] (WR)

ED 091 741 CS 201 346

Golub, Lester S.
Syntactic Density Score (SDS) with Some Aids for Tabulating.

Pub Date 73
Note—9p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Composition (Literary), *Educational Research, High School Students, Intermediate Grades, Language Arts, *Measurement Instruments, Primary Grades, Reading Skills, Research Tools, Resource Materials, *Syntax
Identifiers—*The Research Instruments Project, TRIP

The Syntactic Density Score (SDS) is designed to determine the syntactic density of the oral and written discourse of students in grades 1-14, as well as that of reading materials selected for students. The SDS can be hand tabulated; however, a computer program is available which can determine the score from any corpus of material typed into the computer. Factors that affect readability, and therefore increase the syntactic density score of a piece of writing, include higher frequencies of complex sentences, long subordinate clauses, prepositional phrases, expanded verbs, possessives, and adverbs of time—all in addition to the usual considerations of vocabulary and sentence length. Practice exercises plus aids for tabulation are available from the author. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading/Writing), title, author, date, and age range (primary, intermediate, junior high, senior high, postsecondary), and describes the instrument's purpose and physical characteristics.] (WR)

ED 091 742 CS 201 347

Harpin, W. S.
Literary Discrimination Test.

Pub Date 61
Note—12p.; For related documents see CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Research, Language Arts, *Literary Discrimination, *Literature Appreciation, *Measurement Instruments, Post Secondary Education, Research Tools, Resource Materials, Secondary Education
Identifiers—*The Research Instruments Project, TRIP

Designed to measure discrimination of prose excerpts, the Literary Discrimination Test (LDT) includes nine pairs of passages for the respondent to choose between, and one set of four passages to be rank-ordered. One of each pair of passages and one passage from the set of four were from published novels; the others were rewritten and inferior versions of the original. In the final version of the test, only those items were included for which there had been complete agreement by a panel of twelve secondary English teachers and three college English professors. Thirty minutes are required to administer the LDT. The test-retest (after five months) reliability is .75; The Spearman-Brown theoretical reliability is .84. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Literature), title, author, date, and age range (senior high, postsecondary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 743 CS 201 348

Gallo, Donald R.
Poetry Methods Rating Scale.
Pub Date 68

Note—21p.; Reprinted from "Research in the Teaching of English," Fall 1968; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Research, Language Arts, *Measurement Instruments, *Poetry, Research Tools, Resource Materials, Secondary Education, *Teacher Attitudes, Teaching Methods, *Teaching Skills
Identifiers—*The Research Instruments Project, TRIP

Designed to assess high school teachers' attitudes about teaching poetry, this questionnaire asked teachers to respond to a 38-item poetry methods rating scale (PMRS) on a seven-point scale (from "strongly agree" to "strongly disagree"). The items for the questionnaire were derived from a study of popular methods texts for teaching literature. Scores on the questionnaire were compared with the scores originally obtained from experts in teaching English. The Spearman-Brown split-halves reliability for 39 teachers in the study in which the PMRS was used was .75. The test-retest reliability coefficient was .62 for 93 other teachers on whom the questionnaire was tried out. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Teacher Competency), title, author, date, and age range (high school), describes the instrument's purpose and physical characteristics.] (JM)

ED 091 744 CS 201 349

Foreman, Earl
Literary Appreciation of Adolescents.
Pub Date 51

Note—33p.; From "An Instrument to Evaluate the Literary Appreciation of Adolescents," Author's D.Ed. Dissertation, University of Illinois. For related documents see CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Adolescents, Characterization (Literature), *Educational Research, Language Arts, Literary Analysis, *Literature Appreciation, *Measurement Instruments, Post Secondary Education, Research Tools, Resource Materials, Secondary School Students
Identifiers—*The Research Instruments Project, TRIP

Designed to assess the extent of adolescents' literary awareness of detail and of characterization, and their sense of the purpose and continuity in written responses to story selections, the Literary Appreciation of Adolescents measure was constructed. Three scales measure those three factors, with each scale being scored on a five-point basis and the highest possible score being fifteen. The measure scores written responses to questions about selections from three stories, each of which has three to five questions particular to it. The estimated reliability of the whole test, if three additional selections and sets of questions are used, is .89. Correlations between scales range from .63 to .88. Correlations between story selections range from .54 to .78. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Literature), title, author, date, and age range (junior high-postsecondary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 745 CS 201 350

Evanechko, Peter O.
Semantics Features Test.
Pub Date 70

40 Document Resumes

Note—28p.; For related documents see CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Research, Intermediate Grades, Language Arts, *Measurement Instruments, *Reading, Research Tools, Resource Materials, *Semantics
Identifiers—*The Research Instruments Project, TRIP

Designed to index the kinds of meaning relationships that children perceive to exist between words and their references, this test consists of 276 pairs comprising 24 categories. For each item of the test, the subjects were asked to rank each pair of statements depending on how well they thought the words on the left were described. Content validity for the test was established by devising five logical groupings of categories and by having five judges place 120 items in the appropriate category. The extent of agreement among judges and between judges ranged from .80 to .95. The range in correlations between tests was .67 to .82, with a mean of .73. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its title, author, date, and age range (intermediate, junior high), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 746 CS 201 351

Fisher, Carol J.

Linguistic Structures Repetition Test with Directions for Scoring.

Pub Date 72

Note—8p.; For related documents see CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Research, Language Arts, *Language Development, *Linguistic Patterns, *Measurement Instruments, Primary Grades, Research Tools, Resource Materials
Identifiers—*The Research Instruments Project, TRIP

Designed to measure the acquisition of syntactic structures in kindergarten, first, and second graders, this test examines specific linguistic structures which appear to be acquired during the early elementary school years. Thirty-six sentences of equal length, consisting of words from a first-grade word list, are used to examine fifteen structures. Content validity rests with the instrument's derivation in psycholinguistic research and its reflection of an expected developmental trend. Mean scores for kindergarten (N=132) were 15.88, for first grade (N=113) 20.02, and for second grade (N=140) 22.55. Multivariate analysis of variance revealed significant differences between grade levels at the .001 level. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date and age range (primary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 747 CS 201 352

Dupuis, Mary M.

Transformational Analysis of Compositions.

Pub Date 72

Note—37p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Composition (Literary), *Educational Research, Intermediate Grades, *Measurement Instruments, Post Secondary Education, Research Tools, Resource Materials, Secondary Education, *Transformations (Language), *Writing Skills
Identifiers—*The Research Instruments Project, TRIP

Designed to analyze and describe the transformational operations in sentences in written compositions, this test contains a list of 27 possible transformations, all variations of four basic transformational operations: addition, deletion, reordering, and combining. The developer reports an interrater reliability coefficient of .94. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (intermediate-postsecondary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 748 CS 201 353

Dixon, Edward

Indexes of Syntactic Maturity (Dixon-Hunt-Christensen).

Pub Date 70

Note—14p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Composition (Literary), *Educational Research, Elementary Grades, Language Arts, *Measurement Instruments, Research Tools, Resource Materials, Secondary Grades, *Syntax

Identifiers—*The Research Instruments Project, TRIP

These indexes, a set of measures of growth in syntactic fluency, are derived from the research in written syntax of Hunt and Christensen. They are a means of linguistic analysis of each T-unit (independent clause and its modifiers) in a writing sample. The indexes include: mean T-unit length; number of words in free modifiers, final position only; number of instances of words in intra T-unit coordination; number of instances of intra T-unit coordinations; total number of words in free modifiers, all positions; and total number of instances of free modifiers, all positions. The "all positions" designation includes free modifiers in the initial, medial, and final position within the T-unit. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (writing), title, author, date, and age range (elementary-postsecondary), and describes the instrument's purpose and physical characteristics.] (WR)

ED 091 749 CS 201 354

Botel, Morton Granowsky, Alvin

Syntactic Complexity Formula.

Pub Date 72

Note—10p.; In "A Formula for Measuring Syntactic Complexity: A Directional Effort." Elementary English, April 1972; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Research, Intermediate Grades, *Measurement Instruments, Primary Grades, *Readability, Reading Skills, *Reading Tests, Research Tools, Resource Materials, *Sentence Structure

Identifiers—*The Research Instruments Project, TRIP

Designed to measure by quantifiable means syntactic complexity component of readability, the Syntactic Complexity Formula is based on the theory that syntactic patterns frequently found in the language of children might be a more valid criterion than sentence length for controlling syntax. The Formula's analysis is based on transformational grammar theory, language performance studies, a review of experimental findings, and intuitions of the authors where experimental data is inconclusive. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in

cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, authors, date, and age range (primary, intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 750 CS 201 355

Diederich, Paul B.

Cooperative Preparation and Rating of Essay Tests.

Pub Date 66

Note—17p.; Reprinted from "English Journal," April 1967. Paper presented at the Houston meeting of the National Council of Teachers of English. See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Composition (Literary), *Educational Research, *Evaluation Methods, Intermediate Grades, Language Arts, *Measurement Instruments, Post Secondary Education, Research Tools, Resource Materials, Written Language

Identifiers—*The Research Instruments Project, TRIP

To evaluate the quality of written compositions, researchers at Educational Testing Service developed the Composition Evaluation Scales (CES), after factor-analytic studies of the reasons teachers gave for their judgments of compositions. This is a set of eight scales: ideas, organization, wording, flavor, usage, punctuation, spelling, and handwriting. Each scale is marked on a five-point line—with the scales of ideas and organization receiving double weight—yielding a total score of 50. The CES is most appropriately used with expository papers on a set topic. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, authors, date, and age range (intermediate-postsecondary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 751 CS 201 356

Andersen, Oliver

Literary Profundity Test.

Pub Date 68

Note—29p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Research, English Instruction, *Literary Analysis, *Literature, *Literature Appreciation, *Measurement Instruments, Post Secondary Education, Research Tools, Resource Materials, Secondary Education

Identifiers—*The Research Instruments Project, TRIP

Designed to assess the level of thematic profundity of a reader's response to short stories, the Literary Profundity Test consists of four very short stories, each with four endings representing one of the five levels in the Literary Profundity Scale: physical, mental, moral, psychological, and philosophical. Nine experts have agreed that each ending is a good example of the profundity level for which it was written. The test-taker chooses what he considers the most profound of the four endings. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Literature), title, author, date, and age range (senior high, postsecondary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 752 CS 201 357

Benson, LaVonn M.

Describing and Evaluating Classroom Discussions of Poems.

Pub Date 71

Note—14p.; Based on author's Ph.D. Dissertation, George Peabody College for Teachers; See related documents CS 201 320-375
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Discussion (Teaching Technique), *Educational Research, English Instruction, Language Arts, *Measurement Instruments, *Poetry, Post Secondary Education, Research Tools, Resource Materials, Secondary Education
 Identifiers—*The Research Instruments Project, TRIP

Designed to describe and evaluate classroom discussion of poems, this classroom interaction analysis system consist of categories based on the work of Bellack and categories developed by the author specifically for analysis of poetry discussions. Some of the categories include teacher/pupil talk, analysis of solicitation and reaction moves, critical abilities, subject matter, and incorrect utterances. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Literature, Teacher Competency), title, author, date, and age range (high school, post-secondary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 753 CS 201 358

Bregelman, Frederick H. Manning, John C.
 Linguistic Capacity Index.

Pub Date 64
 Note—18p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Research, *English (Second Language), *Language Instruction, Linguistic Performance, *Measurement Instruments, Primary Grades, Research Tools, Resource Materials, *Spanish Speaking, Vocabulary Development
 Identifiers—*The Research Instruments Project, TRIP

Designed to be used as a measure of English language readiness to assist the classroom teacher in grouping native Spanish-speaking pupils for English language instruction, the index may also be used to assess pupil achievement in learning English as a foreign language. Based on a contrastive analysis of English and Spanish grammar and phonology, the Linguistic Capacity Index consists of three 20-item sections on vocabulary recognition, contrastive phonology, and contrastive development. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (English as a Second Language), title, authors, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 754 CS 201 359

Burt, Heather R.
 Similes Test with Interview and Questionnaire.

Pub Date 71
 Note—25p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Research, Elementary Education, Intermediate Grades, Language Arts, *Literature Appreciation, *Measurement Instruments, *Reading Comprehension, *Reading Skills, Research Tools, Resource Materials
 Identifiers—*The Research Instruments Project, TRIP

This test is designed to measure children's reading understanding of similes found in literature books suitable for grades four, five, and six. The simile is presented in context and is questioned in multiple choice format. The possible answer choices are based on the responses in a pilot study which could be divided into nine categories. An interview and questionnaire also

accompany the test. The interview is conducted to determine if children have difficulty expressing themselves orally and if the types of responses might be the same as the classifications on the multiple choice test. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 755 CS 201 360

DeLancey, Robert W.

Recognition of Linguistic Structures Test with Answer Sheets and Difficulty and Discrimination Indices for All Items in Forms A and B.

Pub Date 62
 Note—24p.; In author's Ph.D. Dissertation, Syracuse University, "Awareness of Form Class as a Factor in Reading Comprehension"; For related documents see CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Research, Intermediate Grades, Junior High Schools, Language Arts, *Linguistic Patterns, *Measurement Instruments, *Reading Comprehension, Reading Skills, Research Tools, Resource Materials, *Written Language

Identifiers—*The Research Instruments Project, TRIP

Designed to determine to what degree the reader's awareness of recognition of certain structural aspects of written English is a factor in reading comprehension, this measure defines four word classes (nouns, verbs, adjectives, adverbs) in syntactical or formal terms rather than in semantic terms. Each item in the test consists of two sentences: the first sentence contains nonsense words identifiable by form class; the second sentence contains a blank and the pupil is to select his answer from among four word choices. Reliability was calculated at .825, and difficulty and discrimination indices were obtained and are included in the test. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate, junior high), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 756 CS 201 361

Zais, Robert S.

Sophistication of Reading Interests Scale.

Pub Date 68
 Note—28p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Research, Language Arts, Literary Analysis, *Literature Appreciation, *Measurement Instruments, *Reading Interests, Research Tools, Resource Materials, *Secondary School Students

Identifiers—*The Research Instruments Project, TRIP

Designed to measure maturity of reading interests, the Sophistication of Reading Interests Scale consists of 29 pairs of fictitious story synopses, one of the pair more sophisticated than the other. Three indicators of level of maturity, defined in order of sophistication, are the importance of plot, the importance of characters, and the importance of ideas or theme. Content validity was established by asking 20 secondary teachers to judge the sophistication criteria and the level of sophistication of each synopsis in each dyad. Construct validity was established in part by comparing scores on the scale by younger and older students. The mean for 25 high ability seventh graders was 58.1 and for 21 high ability twelfth graders 67.7, a difference of 9.6 points, significant at .001. [This document is one of

those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Literature), title, author, date, and age range (junior high, senior high), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 757 CS 201 362

Dauterman, Fritz P.

Syntactic Maturity Test for Narrative Writing.

Pub Date 69

Note—22p.; From author's Ph.D. Dissertation, Ohio State University, "Syntactic Structures Employed in Samples of Narrative Writing by Secondary School Students"; For related documents see CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Composition (Literary), *Educational Research, High School Students, Intermediate Grades, Language Arts, *Measurement Instruments, Research Tools, Resource Materials, *Syntax

Identifiers—*The Research Instruments Project, TRIP

Designed to measure syntactic fluency or maturity in narrative writing, the Syntactic Maturity Test for Narrative Writing (SMTNW) is in two parts: (1) the test itself, a group of seventy-six kernel sentences making a coherent narrative, and (2) a means of syntactic analysis of the written samples that result when respondents rewrite the narrative, combining the kernel sentences. The test is based on a synopsis of a portion of "The Adventures of Huckleberry Finn," and the seventy-six kernel sentences are arranged in five separate sections. Combining kernel sentences in as many ways as they can, respondents work through the sections in order. The resulting narratives are then given a grammatical analysis to determine the level of syntactic maturity. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing) title, author, date, and age range (intermediate-postsecondary), and describes the instrument's purpose and physical characteristics.] (WR)

ED 091 758 CS 201 363

Assessing Compositions: A Discussion Pamphlet. London Association for the Teaching of English (England).

Pub Date 65

Note—56p.; Published by Blackie & Son Ltd., 5 Fitzhardinge St., Portman Square, London W. 1, England; See related documents CS 201 320-375

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 22102, \$1.25 nonmember, \$1.15 member)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Composition (Literary), Comprehension, *Educational Research, Essays, High School Students, *Imagination, Language Arts, *Measurement Instruments, Organization, Research Tools, Resource Materials, Rhetoric, Syntax, Written Language

Identifiers—*The Research Instruments Project, TRIP

Designed to provide a scale for assessing the quality of personal or imaginative writing, the Evaluation Scale for Personal Writing (ESPW) consists of a group of twenty-eight imaginative essays written by British fifteen year olds. These essays have been arranged in order of quality by an eight member sub-committee of the London Association for the Teaching of English and are grouped into five grades. The main criteria for judging the essays were realization, comprehension, organization, density of information, and control of written language. Scale validity resides in the claimed expertness of the eight judges, the criteria of judgment derived from study of

imaginative writing by fifteen year olds, and the actual complete pieces composing the scale. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (senior high), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 759 CS 201 364

Rystrom, Richard

Rystrom Dialect Test, and Testing Negro-Standard English Dialect Differences.

Pub Date 69

Note—17p.; Reprinted from "Reading Research Quarterly," Summer 1969; For related documents see CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Discriminant Analysis, *Educational Research, Language Arts, *Measurement Instruments, *Negro Dialects, Preschool Children, Primary Grades, Research Tools, Resource Materials, *Standard Spoken Usage
Identifiers—*The Research Instruments Project, TRIP

Designed to discriminate Negro dialect speech from standard English, the Rystrom Dialect Test seeks to overcome three problems encountered in research about Negro speech; determining what stable elements distinguish Negro dialect from standard English, constructing a test easily administered to a young child and capable of measuring the differences in dialect, and finding unbiased and simple methods of evaluating test results. The test consists of 24 pairs of sentences which the student hears and repeats twice, once with the features under study occurring in the sentence and once without the feature. Speakers on the test tapes are white—an Illinois female, a Georgia male, and a Georgia female. Results of the test administered to 120 Negro and 100 white children in Georgia indicate a significant mean difference. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Standard English as a Second Language or Dialect), title, author, date, and age range (preschool, primary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 760 CS 201 365

Schroeder, Thomas S.

Schroeder Composition Scale.

Pub Date 73

Note—12p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Composition (Literary), *Educational Research, Elementary School Students, Junior High School Students, Language Arts, *Measurement Instruments, *Prose, Research Tools, Resource Materials

Identifiers—*The Research Instruments Project, TRIP

Designed to describe the writing behaviors of elementary and junior high school children, the Schroeder Composition Scale is an analytic scale. For eleven of the criteria in the scale, the scoring is simply "yes" or "no" indicating whether the writing does or does not have the characteristic. Five other items identify percentages of communication units with specific characteristics, and two final items concern total word count and words per communication unit. The agreement between two trained raters on each of the separate items in the scale ranged from 67 percent to 100 percent. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in

cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (primary-junior high), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 761 CS 201 366

Bowdidge, John S.

Cloze Listening Test (Form Lisbon and Form Waco)

Pub Date 67

Note—21p.; See related documents CS 201 320-375

Available from—Dr. John S. Bowdidge, Drury College, Springfield, Missouri 65802 (\$1.50 per form. Tests for administering forms \$25.00 per set. Form Lisbon, Form Waco)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Cloze Procedure, *Educational Research, Language Arts, *Listening Comprehension, *Listening Skills, *Measurement Instruments, *Recall (Psychological), Research Tools, Resource Materials, Secondary Education

Identifiers—*The Research Instruments Project, TRIP

Designed to measure recall of specific information, ability to grasp the thought of a passage as a whole, and ability to apply various contextual clues while listening to a passage of aural communication, each of the alternate forms of the cloze listening test consists of an audio tape recording of approximately twenty minutes duration and a four-page response form containing numbered lines on which responses are to be written. Validity, reliability, and normative data are included. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Listening), title, author, date, and age range (secondary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 762 CS 201 367

Reich, Carol

Novel Reading Maturity Scale.

Pub Date 73

Note—8p.; Reprinted from "Journal of Reading," December 1973; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Research, Fiction, Junior High School Students, Language Arts, *Literature Appreciation, Maturation, *Measurement Instruments, *Novels, Post Secondary Education, Research Tools, Resource Materials, Secondary Education

Identifiers—*The Research Instruments Project, TRIP

Designed to assess the maturity level of the novels which students read, the Novel Reading Maturity Scale (NRMS) is based on the notion that fiction of high quality is characterized by a number of themes or topics. The list of 22 topics in NRMS came from a survey of several guides on books for teenagers. To explore the reliability of the scale, five groups of students, with over 400 in each group, were asked to use the scale on a different novel each member of the group had recently read in school. The average agreement over all themes ranged from 70 to 84 percent. Additional reliability data came from small groups of English teachers who used the scale on the same five novels on which the students had reported. Teachers and students agreed on the presence or absence of 17 to 22 of the 22 themes. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Literature), title, author, date, and age range (junior high-postsecondary), and describes

the instrument's purpose and physical characteristics.] (JM)

ED 091 763 CS 201 368

Glazer, Joan

Glazer Narrative Composition Scale.

Pub Date 71

Note—33p.; From author's Ph.D. Dissertation, Ohio State University, "The Development of the Glazer Narrative Composition Scale; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Characterization (Literature), *Composition (Literary), Composition Skills (Literary), *Educational Research, *Elementary Education, Junior High School Students, Language Arts, *Measurement Instruments, Research Tools, Resource Materials, Sentence Structure, Vocabulary

Identifiers—*The Research Instruments Project, TRIP

Designed to assess the quality of children's narrative compositions, the Glazer Narrative Composition Scale (GNCS) consists of eighteen scales outlined under plot, theme, setting, characterization, and style. Each scale is scored 1, 2, or 3, depending on how much of the scale element is present in the narrative, with the highest possible score being 54. Scales were selected on the basis of a review of literary theory and criticism and previous research in children's writing, an examination of previous composition scales, and an analysis of a large number of children's narratives from grades 4 through 6. Concurrent validity was provided by the correlation of narrative scores by three judges using a quick-impression Q-sort and three different judges using GNCS, resulting in a correlation coefficient of .80. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (elementary, junior high), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 764 CS 201 369

Kretschmer, Joseph C.

Experimental Test of Piagetian Concrete Operations in a Reading Format.

Pub Date 72

Note—11p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Research, Intermediate Grades, Language Arts, *Measurement Instruments, Primary Grades, *Reading, Research Tools, Resource Materials

Identifiers—Piaget (Jean), *The Research Instruments Project, TRIP

Designed to assess the ability of subjects to apply concrete operations to data in a reading format, and to determine if there is any difference with regard to type of paragraph or type of question, this test consists of four short paragraphs, each of which established one of the following operations: an additive classification, a multiplicative classification, an additive series, and a multiplicative series. Conformity for the paragraphs was insured in several ways, and the readability level measured at grade 4 by the Dale-Chall Readability Formula. The questions are divided into dichotomous categories: easy intuition-based, easy extension-based, hard intuition-based, and hard extension-based. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary, intermediate), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 765

CS 201 370

Wright, Ouida T.
Identification of Simple and Compound Vowels by First Graders.

Pub Date 70

Note—15p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—"Educational Research, Grade 1, Language Arts, *Measurement Instruments, *Reading, Research Tools, Resource Materials, *Vowels

Identifiers—"The Research Instruments Project, TRIP

This instrument was designed to determine whether by structuring and sequencing monosyllabic English words in two different patterns administered with the same control procedures—first-grade children would be aided in detecting, identifying, and discriminating among single vowels and their combined forms; in associating them with their specific pronunciations; and in transferring this knowledge to other words and other compound vowels after a limited but intensive period of treatment. This instrument consists of two pretests, two experimental treatments, and two posttests. Content validity was assured by the use of frequency and utility data in the selection of the test items, and by correlations between the scores on the English words and on the synthetic words. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 766

CS 201 371

Fryburg, Estelle L.
The Test of Cognition with Scoring Guide, Literature Review, and Description of Data Analysis in Progress.

Pub Date 72

Note—82p.; See related documents CS 201 320-375

Available from—Dr. Estelle L. Fryburg, Manhattan College, Manhattan College Parkway, Bronx, New York 10471 (Revised form of the test; Write author for price)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—"Educational Research, Language Arts, *Language Development, *Language Skills, *Measurement Instruments, Primary Grades, *Reading Achievement, Reading Diagnosis, Reading Tests, Research Tools, Resource Materials

Identifiers—"The Research Instruments Project, TRIP

Designed to evaluate a child's receptive and expressive language ability, the instrument will contribute to present knowledge concerning the language development of both standard and nonstandard English speakers, explore the relationships of language development to reading achievement, provide a description of the language-reading relationship, and serve as a diagnostic procedure to detect and prevent reading difficulties. The test is individually administered in approximately thirty minutes, and a separate sitting is recommended for each of the four subtests related to auditory perception, visual perception, syntactic patterning, and drawing. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 767

CS 201 372

Cosens, Grace V.
Cloze Tests for Deletion Produced Structures.

Pub Date 72

Note—24p.; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—"Cloze Procedure, *Educational Research, Language Arts, *Measurement Instruments, Primary Grades, *Reading, Research Tools, Resource Materials, Sentence Structure Identifiers—"The Research Instruments Project, TRIP

Designed to measure comprehension of intact and deleted sentence structures corresponding to selected deletion transformation rules, this test is intended to be used with primary age children. Eight test passages were constructed at each of the first reader and high second reader levels from stories in the Ginn Basic Reader so that each passage contained test sentences for 12 deletion retransformations (WH deletion, BE deletion, WH and BE deletion, that and subject as object, performative deletion, imperative deletion, preposition deletion, verb phrase deletion, noun phrase deletion, noun phrase and auxiliary deletion, noun phrase and verb and other elements in the verb phrase deletion, and comparative deletion), half in the deleted form and the other half intact. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (WR)

ED 091 768

CS 201 373

Miller, Larry A.
Tests of Anaphoric Reference—Multiple Choice Format (TAR-MC) and Tests of Anaphoric Reference—Cloze Format (TAR-C).

Pub Date 73

Note—33p.; From author's Ph.D. Dissertation, University of Alberta, 1974; see related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—"Educational Research, Language Arts, *Measurement Instruments, Primary Grades, *Reading, Reading Skills, Research Tools, Resource Materials

Identifiers—"The Research Instruments Project, TRIP

Designed to investigate how the beginning reader understands the antecedent/anaphora relationship in written discourse, this test contains four stories which were drawn from basal readers and modified so that the categories of pronouns were represented in proportion to their occurrence in the basal readers. Stories were further modified so that two stories contained two antecedents and two stories contained four antecedents. Antecedents were divided equally by sex. Two passages are tested by means of multiple choice items and are referred to as the TAR-MC, Form 1 and 2. There are 48 multiple-choice items, with each item containing four choices. The two passages of cloze or TAR-C tests contain 50 deleted words, and a number of items test words other than pronouns for the purpose of avoiding set. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (WR)

ED 091 769

CS 201 374

Jewell, Cedric B.
The Jewell High School Reading Comprehension Test.

Pub Date 69

Note—33p.; From author's Ph.D. Dissertation, University of Oregon, 1969; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—"Educational Research, English Instruction, *Measurement Instruments, *Reading Comprehension, *Reading Skills, *Reading Tests, Research Tools, Resource Materials, Secondary Education

Identifiers—"The Research Instruments Project, TRIP

Designed to assess the reading comprehension ability of high school students, this measure contains items which were constructed to test the subskills found by R. T. Lennan, on the basis of factor analysis of thirty studies of comprehension tests, to be the four components of comprehension tests that may be measured reliably. These subskills are a general verbal factor, comprehension of explicitly stated material, comprehension of implicit or latent meaning, and appreciation. Average item validity for the final test for grade 10 is .35; for grade 11 .35; and for grade 12, .36; and reliability coefficients for each of the three grades, and for the total group, are respectively .83; .84; .84; and .85. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (secondary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 770

CS 201 375

Beardmore, H. Baetens Renkin, A.
A Test of Spoken English.

Pub Date 71

Note—16p.; Reprint from "International Review of Applied Linguistics in Language Teaching," Volume 9, 1971; See related documents CS 201 320-375

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—"Adult Education, *Diagnostic Tests, *Educational Research, *English (Second Language), *Measurement Instruments, Post Secondary Education, Research Tools, Resource Materials, *Standard Spoken Usage Identifiers—"The Research Instruments Project, TRIP

Designed to test the degree of accuracy, fluency, and intelligibility of the subjects in a manner which will produce information similar to that which could be obtained by an interview technique, the test is based on the idea of fictitious dialogue. The test items were selected in order to leave little scope for variations in the answers so as to establish the individual's ability to manipulate spoken language in an active way. The degree of difficulty and discriminatory power of each item was estimated and expressed on a linear scale, and the distribution of total scores was normal with a mean of 14.96 and a standard deviation of 5.89. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Standard English as a Second Language), title, authors, date, and age range (postsecondary, adult), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 771

CS 500 611

Gillies, Emily
Creative Dramatics for All Children.
Association for Childhood Education International, Washington, D.C.

Pub Date 73

Note—53p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$3.25; Orders less than \$5.00 must be accompanied by check or money order payable to A.C.E.I.)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—"Creative Activities, *Creative Development, *Creative Dramatics, Elementary Grades, English (Second Language), *Exceptional Children, Pantomime, *Resource Materials, *Teaching Techniques

This pamphlet provides suggestions for teachers for using creative dramatics in the classroom. The contents include: "Dr. Edwin Land Considers the Nature of Creativity"; "Six Basic Principles for Using Creative Dramatics with All Children," which discusses tuning in the senses, listening and recording, pantomime, rhythms and movement, presenting a story, discussion and constructive criticism, and justification for planning creative dramatics in the school week; "Twenty Resources for Creative Dramatics," which presents resources in the areas of creative spirit and creative dramatics; "Creative Dramatics When English is a Second Language," which discusses a program for working with children for whom English is a second language; "Creative Dramatics with the Emotionally Disturbed," which presents a program that includes motivation, pantomime, sound, touch, and creative play; and "Creative Dramatics with the Brain Injured," which discusses a program for initiating creative dramatics with brain-injured children. (WR)

ED 091 772 CS 500 668

Aronoff, Craig

Behavioral Objectives and the Notion of Process in Speech Communication: A Conflict of Paradigms.

Pub Date Apr 74

Note—18p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Communication (Thought Transfer), *Communication Skills, *Educational Accountability, *Effective Teaching, *Evaluation, *Speech Curriculum, *Teaching Procedures

While the process view of communication has been widely advocated by respected scholars in the field, this perspective does not characterize current practices in the teaching of speech communication. Many pedagogical practices in speech communication have remained unchanged for 50 years; however, the past decade has seen the development of a trend to specify the outcome of speech communication instruction in behavioral terms. The formulation and implementation of behavioral objectives requires the adoption of the behaviorist perspective. The behavioral view of stimulus and response, cause and effect, and independent and dependent variables provides the underlying rationale for the notion of behavioral objectives and clearly places this approach to communication education in the archaic realm of causal determinism. While maintaining that the statement of the objectives is a needed and necessary task of any teacher for the purposes of classroom organization and accountability, the statement of the objective in behavioral terms is inappropriate for the teaching of much of the content of the communication discipline. (Author/WR)

ED 091 773 CS 500 671

Rogers, Clark M.

Theatre: They Say You "Can't" Teach It.

Pub Date May 73

Note—9p.; Paper presented at a Symposium Honoring Claude L. Shaver, "Developments in Speech, 1928-1973" (Louisiana State University, May 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *College Curriculum, *Curriculum Development, *Dramatics, *Educational Needs, *Educational Objectives, *Educational Theories, *Fine Arts, *Higher Education, *Instructional Design, *Professional Training, *Theater Arts

College theater programs should be evaluated and criticized on criteria that take into account the purposes of the programs and that have realistic bases for judging the effectiveness of instruction. The impact of college theater is based on its diversity as a training laboratory, as a part of a liberal curriculum, as a community theatre, and as a research center. College theaters, however, should be more dynamic and innovative than many are. The theater's various objectives should be identified and formulated in behavioral terms. Criteria can then be established for the evaluation of programs. Effective methods of evaluating students' achievements and planned instructional strategies for implementing the programs' objectives are also needed. (RN)

ED 091 774 CS 500 678

Moe, Christian Raphael, Jay E.

A Bibliography of Theatrical Craftsmanship, 1972.

Speech Communication Association, New York, N.Y.

Pub Date 74

Note—22p.; Reprinted from "Bibliographic Annual in Speech Communication, 1973" edited by Patrick Kennicott and published by the Speech Communication Association, pp. 75-94 Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Acting, *Bibliographies, *Dramatics, *Playwriting, *Production Techniques, *State of the Art Reviews, *Theater Arts

With the emphasis on live performance and related stage techniques, this bibliography consists of entries taken primarily from well-known and easily obtainable English language periodicals and journals. Information for each entry includes author, title, abbreviation of source, issue, month (or season), and pagination. Six major areas are covered: administration and management, acting, directing, design and technology, playwriting, and production reports and reviews. Articles on children's theatre and theatre education appear under the administration and management category. A table of contents and a list of journal abbreviations are provided. (JM)

ED 091 775 CS 500 679

Mixon, Harold

A Selected Bibliography of Rhetoric and Public Address, 1972.

Speech Communication Association, New York, N.Y.

Pub Date 74

Note—18p.; Reprinted from "Bibliographic Annual in Speech Communication, 1973" edited by Patrick Kennicott and published by the Speech Communication Association, pp. 53-68 Available from—Speech Communication Association, Statler Hilton Hotel, New York, New York 10001 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Ancient History, *Bibliographies, *Culture, *Debate, *Logic, *Medieval History, *Modern History, *Persuasive Discourse, *Public Speaking, *Religion, *Rhetoric, *Rhetorical Criticism, *Speech

Materials in this bibliography concerning rhetoric and public address appeared in publications on speech communication and contiguous areas during 1972 (unless otherwise indicated). Entries are divided into four categories: bibliography, ancient era (history and culture, theory, and practitioners and theorists), medieval and renaissance era (history and culture, theory, and practitioners and theorists), and modern era (history and culture, rhetoric and platform address, argumentation and logic, practitioners and theorists, and religious communication). A table of contents and a list of journal abbreviations are included. (JM)

ED 091 776 CS 500 680

Steinfatt, Thomas M.

Behavioral Studies in Communication, 1972: A Selected Bibliography.

Speech Communication Association, New York, N.Y.

Pub Date 74

Note—30p.; Reprinted from "Bibliographic Annual in Speech Communication, 1973" edited by Patrick Kennicott and published by the Speech Communication Association, pp. 25-52 Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Behavioral Science Research, *Bibliographies, *Communication (Thought Transfer), *Information Theory, *Intercommunication, *Language, *Nonverbal Communication, *Persuasive Discourse, *Teaching

Pertaining to studies in communication behavior, this bibliography consists of pertinent articles in academic journals which regularly publish behavior studies related to communication, and relevant English language books published during the period January 1, 1972,

through May 31, 1973, as well as those published prior to 1972 but not cited in previous Speech Communication Association bibliographies. Eleven categories are covered: research methodology; theory and theory construction; teaching; general communication variables; persuasion and attitude change; interpersonal communication; game theory, conflict, and simulation; group and organizational communication; nonverbal communication; language; and diffusion. A table of contents and a list of journal abbreviations are included. (JM)

ED 091 777 CS 500 681

Johnson, Rolland C.

Studies in Mass Communication: A Selected Bibliography, 1972.

Speech Communication Association, New York, N.Y.

Pub Date 74

Note—26p.; Reprinted from "Bibliographic Annual in Speech Communication, 1973" edited by Patrick Kennicott and published by the Speech Communication Association, pp. 1-24 Available from—Speech Communication Association, Statler Hilton Hotel, New York, New York 10001 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Bibliographies, *Communications, *Editorials, *Films, *Information Dissemination, *Journalism, *Mass Media, *News Media, *Propaganda, *Publications, *Radio, *Television

Most of the studies listed in this bibliography were cited and/or published in commonly accepted scholarly journals on mass communications. Entries are divided into three categories: books, articles, and special issues. Each item cited was published during the 1972 calendar year, unless otherwise indicated. A list of journal abbreviations is provided. (JM)

ED 091 778 CS 500 682

Carlsen, James W.

Bibliography of Studies in Oral Interpretation, 1972.

Speech Communication Association, New York, N.Y.

Pub Date 74

Note—8p.; Reprinted from "Bibliographic Annual in Speech Communication, 1973" edited by Patrick Kennicott and published by the Speech Communication Association, pp. 69-73 Available from—Speech Communication Association, Statler Hilton Hotel, N.Y., N.Y. 10001 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Communication (Thought Transfer), *Evaluation Methods, *Higher Education, *Interpretive Reading, *Literary Analysis, *Literary Criticism, *Speech

This bibliography includes the more important books and articles on the oral interpretation of literature published (unless otherwise indicated) in the calendar year of 1972. Publications from ancillary fields of study, such as drama, literary criticism, aesthetics, linguistics, psychology, and education, are included if there are significant implications for the scholar in oral interpretation. Theses and dissertations are listed elsewhere in the volume. The listings do not include convention papers, book reviews, or reproductions of earlier printings. There was no attempt to include the numerous studies from literary journals unless relationships to the oral interpretation process seemed evident. The bibliography utilizes a table of contents and cross-references to provide the reader with a classification of entries. (Author/WR)

ED 091 779 CS 500 692

Gronbeck, Bruce E.

Partial List of Films Available for Use in the Basic Course.

Pub Date Feb 74

Note—4p.; Paper given at Conference of the Directors of the Basic Speech Communication Course of Midwestern Universities, Boulder, Colorado, February, 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Audiovisual Aids, *College Instruction, *Communication Skills, *Films, *Resource Materials, *Speech Curriculum, *Speech Instruction, *Speech Skills

This list of films for use in a basic college speech communication course has been drawn from films available through the universities of Michigan, Michigan State, and Iowa. These collections were selected because of reasonable rental rates, their midwestern availability, and the comparative fullness of the collections. Many of the films are old and in black-and-white. Some are "trigger" films—films meant to explore some situation, problem, or idea to trigger discussion or a specifiable psychological response. (TO)

ED 091 780 CS 500 694

Parks, Malcolm R.

Dyadic Communication from the Perspective of Small Group Research.

Pub Date Apr 74

Note—24p.; Paper presented at the Annual Conference of the Central States Speech Association (Milwaukee, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavior Patterns, *Communication (Thought Transfer), *Educational Research, *Group Dynamics, Higher Education, Human Relations, Interpersonal Relationship, *Literature Reviews

Identifiers—*Dyadic Communication

A critical review of the small group literature is undertaken in an attempt to identify those characteristics which distinguish the dyad, the two-person group, from larger groups. Comparisons of dyads to larger groups are made in five categories of major small group variables: influence processes, affiliation processes, role differentiation and variability, task factors, and communication patterns. Ten important empirical and conceptual distinctions are analyzed, and the major limitations in the research are noted. Three implications of the unique nature of the dyad are suggested: results of research based on large groups may not be generalized to dyads; results based on dyads may not be generalized to larger groups; and in spite of several similarities between dyads and larger groups, the distinctive features of several major dyadic components serve to distinguish the dyad as a unique communication system. (Author/RB)

ED 091 781 CS 500 695

Buss, Janet L.

The "I" and "Thou" in Theater Games.

Pub Date Mar 74

Note—12p.; Paper presented at the Annual Convention of the Eastern Communication Association (65th, Washington, D.C., March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Acting, *Creative Activities, *Game Theory, Group Dynamics, *Philosophy, Student Teacher Relationship, Teacher Role, *Teaching Techniques, Theater Arts

Identifiers—Buber (Martin), Spolin (Viola)

A close reading of "Improvisations for the Theater" and "I and Thou" will show that there is a common ground linking the games theory of Viola Spolin and the philosophy and religious teachings of Martin Buber. Relation, to Buber, is the direct and immediate response where two people share mutually with one another. It is this kind of interaction that is sought in the use of theater games where players are urged to act in relation to what the others are creating. The resulting improvisations become, in time, a spontaneous kind of ensemble acting wherein each is part of the whole, a unity. The philosophy of Buber and the games theory of Spolin combine to aid not only the teaching of acting but the teaching of all subjects through the technique of self-discovery. (RB)

ED 091 782 CS 500 701

Porter, Robert H., Jr.

Speech Communication in the Community-Junior

College: Proposals for Development.

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, Wisconsin, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Teachers, *Communication (Thought Transfer), Community Colleges, Curriculum Enrichment, *Educational Problems, Effective Teaching, *Junior Colleges, *Speech Skills

The recommendations of a group of 18 persons on the needs of speech-communication instructors in two-year colleges are presented in this paper. The recommendations of the group fall into two categories: problems which need solving to improve the ability of speech-communication teachers in community-junior colleges to better meet the needs of the community, and steps which the Central States Speech Association (CSSA) can take to promote this problem solution. Some of the problems identified in category 1 include: development of materials to aid remedial students of speech-communication as well as students who use English as a second language; development of ideas, methods, and promotions which will extend the speech-communication teacher into the community to create more student demand for courses at the two-year college; promotion of more forensics tournaments to draw high school students to community-junior college speech programs; and development of workshops to service specific needs of the community. Recommendations in category 2 include: CSSA and State association providing more leadership, promoting exchange between community-junior college instructors and four-year instructors, and publishing a journal oriented to practical concerns of teaching techniques. (WR)

ED 091 783 CS 500 702

Harris, Thomas E.

The Black Leader's Rhetorical Dilemma: An Analysis of the Debate Between W.E.B. DuBois and Booker T. Washington.

Pub Date Apr 74

Note—17p.; Paper presented at the Annual Meeting of the New York State Speech Association (Loch Sheldrake, New York, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), Comparative Analysis, *Debate, Educational Objectives, Educational Research, *Negro Leadership, Negro Role, Power Structure, *Rhetorical Criticism

Identifiers—DuBois (W E B), Washington (Booker T)

Improving the economic condition of the Negro was a fundamental concern of both W. E. B. DuBois and Booker T. Washington. It was Washington's view that the Negro should be willing to perform menial tasks as a means for gaining a foothold in the economic structure. He counseled the Negro to start at the bottom. Washington's philosophy centered on education, patience, and then eventual advancement. The distinction between DuBois and Washington on education was one of degree. Washington minimized the importance of a college education while DuBois called for a group of well-educated black leaders to work in Negro communities for the advancement of the others in the community. As an issue, education to advance the Negro economically indicates a similarity between the two speakers. The basis for the debate is clearer on the issue of social status. Washington did not deal with most of the inequities and instead tended to assure the white Southerner that the Negro did not want social integration. DuBois openly discussed the problem and regarded it as fundamental to the rights of man. The debate suggests several important implications for the study of minority rhetoric. It would appear that if a black leader wishes to be supported by whites, his viewpoints must avoid direct threats and demands. (WR)

ED 091 784 CS 500 703

Bitzer, Lloyd F. And Others

Report of the Research Priorities Division of the Speech Communication Association.

Speech Communication Association, New York, N.Y.

Pub Date Jul 73

Note—17p.; Reports presented at the Annual Summer Conference of the Speech Communication Association (9th, Chicago, July 12-14, 1973); Also in "Proceedings" published by Speech Communication Association, edited by R. Jeffrey and W. Work, pp. 120-132

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Decision Making, Freedom of Speech, Higher Education, Mass Media, *Media Research, *Organization, *Research Needs, Research Problems, *Speech

Identifiers—*Speech Communication Association

A wide variety of topics are discussed in relation to research needs and classified in relation to problem areas, decision-making areas, and recommendations. Areas under discussion include an examination of the decision-making structure of the Speech Communication Association, criteria by which decisions can be evaluated, conceptualizing the decision-making process, the role of computers and other technological advances, the funding of research, problems of freedom of speech, public access to the mass media, and thrusting unwanted communication on unwilling recipients. Twenty-one recommendations which suggest the future direction of the Speech Communication Association in the area of research are included. Recommendations were made for broadening of the theoretical perspectives used to study speech communication, providing graduate students with more intensive and specialized training in particular theoretical positions or research methodologies, improving the language used by the research community, establishing research priorities, and broadening training and use of various methodologies for the study of speech communication. (RB)

ED 091 785 CS 500 704

Postman, Neil

[Media Ecology: Communication as Context].

Speech Communication Association, New York, N.Y.

Pub Date Jul 74

Note—14p.; Keynote address presented at the Annual Summer Conference of the Speech Communication Association (9th, Chicago, Illinois, July 12-14 1973); Also in "Proceedings" published by Speech Communication Association, edited by R. Jeffrey and W. Work, pp. 1-10

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), Conference Reports, Educational Research, *Environmental Influences, Higher Education, *Media Technology, *Social Influences

This paper discusses a new structure for understanding the communication process—a structure that reflects the trend toward reorganizing knowledge along the lines suggested by an ecological perspective. The paradigms that exist in the field of communication are discussed, and the inability of most of them to cope with the full range of communication transactions that researchers want to know something about is pointed out. The metaphor presented for the new structure for understanding the communication process considers all communication to be an environment. Also presented are illustrations of how context analysis works—the method of identifying the significant characteristics as a whole, the subsystems of which it is composed, the larger system within which it functions, and all the significant relationships among them. Finally, the speaker presents questions related to how media environments work. (WR)

ED 091 786 CS 500 705

Friedman, Paul G.

Objectives, Evaluation, and Grading in Interpersonal Communication Courses: An Experiential Perspective.

Pub Date Apr 74

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, *Communication (Thought Transfer), *Educational Objectives, *Evaluation Techniques, Interaction, Interpersonal Competence, Speech Skills, *Teaching Techniques

This paper presents an approach to setting and evaluating experiential objectives for instruction in interpersonal communication. The first step suggested is to establish a set of experiential goals most likely to evoke personally meaningful student learning. Sample goals include: (1) the use of observation to identify and report on behaviors of other students, communication behaviors of people on the job, and communication behaviors of people in situations comparable to those in which they would like to improve; (2) creatively writing a short story, play, or poem, and/or doing a drawing; and (3) teaching someone about interpersonal communication by interviewing another

student and tutoring him to meet his needs, and/or creating a game or exercise to help another learn a skill in communication. The procedure for evaluating students' work involves commenting on how well the experience was used for learning, and the procedure for grading should be based on how much effort was made to undertake potentially worthwhile experiences. It is suggested that the instructor can best accomplish this by deciding on a minimum set of experiences that will most likely cover the basic essentials of the course. (WR)

ED 091 787 CS 500 707

Friedrich, Gustav W. And Others

Competency-Based Teacher Education: Group 1 Report of the Education Priorities Division of the Speech Communication Association.

Speech Communication Association, New York, N.Y.

Pub Date Jul 73

Note—36p.; Reports presented at the Annual Summer Conference of the Speech Communication Association (9th, Chicago, Illinois, July 12-14, 1973); Also in "Proceedings" published by Speech Communication Association, edited by R. Jeffrey and W. Work, pp. 10-12, pp. 22-50

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Evaluation Criteria, Higher Education, *Models, *Performance Based Teacher Education, *Program Design, *Program Planning, *Speech Education, Teaching Methods

This paper focuses on performance-based teacher education in speech communication as an alternative to the traditional method of preparing speech teachers. Following an introductory argument stating the case for performance-based teacher education in speech communication, contents include: "Competency Based Teacher Training: A Perspective on a Set of Competencies"; "Your Introduction to a Pilot Program in Communication Education," which discusses criteria and guidelines for an intern program in teacher preparation; "Competency Based Instruction: An Application to a Methods of Teaching Communication Course," which examines the assumptions on which a competency-based model of instruction is grounded; and "Evaluation and PBTE," which discusses the establishment of criteria and standards by which to evaluate students in a performance-based teacher education program. (RB)

ED 091 788 CS 500 708

Pappas, Edward J. And Others

Communication in Secondary School Language Arts Curricula: Group 2 Report of the Education Priorities Division of the Speech Communication Association.

Speech Communication Association, New York, N.Y.

Pub Date Jul 73

Note—42p.; Papers presented at the Annual Summer Conference of the Speech Communication Association (9th, Chicago, Illinois, July 12-14, 1973); Also in "Proceedings" published by Speech Communication Association, edited by R. Jeffrey and W. Work, pp. 12-14, pp. 50-84

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Communication Skills, Curriculum Planning, High School Curriculum, Interpersonal Relationship, *Language Arts, Secondary Education, *Speech Instruction, Speech Skills, *Teaching Techniques

Considered in this report are some of the problems experienced by secondary teachers of communication as they seek to be responsive to new challenges in teaching. Following an introduction on the relationship between the speech curricula of high schools and colleges, the report includes essays on "Determining Secondary Education Communication Competencies: The Task of Eating an Elephant," which discusses the needs and skills of secondary students participating in speech classes; "Alternative Strategies for the Study of Communication in High School," which suggests a variety of instructional materials and teaching techniques to improve communication skills; "Secondary School Speech Curriculum," which emphasizes recent changes in debate and forensic courses and the value of extracurricular activities in speech; "An Approach to the Study of Communication in High School"; "The

Interpersonal Approach to Speech Communication"; "Instructional Technology in the Liberal Arts Curriculum," which argues for a balance between technological innovations and humanistic goals; and "Criteria for Evaluating Secondary Language Arts Curricula." (RB)

ED 091 789 CS 500 709

Lieb-Brihart, Barbara And Others

Implications of University Reorganization of Speech Departments for the Preparation of Secondary Communication Teachers: Group 3 Report of the Education Priorities Division of the Speech Communication Association.

Speech Communication Association, New York, N.Y.

Pub Date Jul 73

Note—47p.; Paper presented at the Annual Summer Conference of the Speech Communication Association (9th, Chicago, Illinois, July 12-14, 1973); Also in "Proceedings" published by Speech Communication Association, edited by R. Jeffrey and W. Work, pp. 15-21, pp. 85-120

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Communication (Thought Transfer), *Conference Reports, Curriculum Design, *Educational Development, Models, Secondary School Teachers, *Teacher Education

Given the realities of new developments in the field of communication, particularly as these have been reflected in administrative reorganizations at the university level, group participants sought to identify the implications of these changes for secondary teacher preparation. In order to establish the data from which to delineate the issues for deliberation, six position papers were delivered and discussed. The first two presented views on the implications of university reorganization for the preparation of communication teachers for the secondary schools. The next two papers described current teacher preparation models and possible new models for communication education. The last two papers provided input for consideration of the practical problems in transition from old to new teacher preparation models. Some of the recommendations resulting from deliberation included careful specification of the competencies in communication that teachers seek to develop in children, increase in the quantity and quality of communications addressed to teachers, improved training of teachers, and the organization of university instructors politically to effect changes in local school settings, State departments of public instruction, and national agencies and organizations. (WR)

ED 091 790 CS 500 710

Harms, L. S.

Communication Rights of Mankind: Present and Future.

Pub Date Jul 73

Note—15p.; Paper presented at the Annual Summer Conference of the Speech Communication Association (9th, Chicago, Illinois, July 12-14, 1973); Also in "Proceedings" published by Speech Communication Association, edited by R. Jeffrey and W. Work, pp. 158-63

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Civil Rights, *Communication (Thought Transfer), Cultural Factors, Higher Education, Human Relations, *Information Systems, *Needs, *Research Problems

The right of man to communicate is likely to be a concern of the Speech Communication Association for some time to come. The communication era promises to unfold in the period from 1970 to 2020—the next five decades. The communications models of the future will emphasize both transmitting and receiving capacities and will be concerned with the effects of communication between cultures, including future shock, cultural shock, and communication shock. The specification of communication needs would be useful to the engineer who designs the communications technology, the statesman who shapes the policy, and the educator who designs the curricula that anticipate the future of human communication. (RB)

ED 091 791 CS 500 711

Dance, Frank E. X. And Others

"The Communication Needs and Rights of Mankind", Group 1 Report of the Futuristic Priorities Division of the Speech Communication Association. "Future Communication Technologies: Hardware and Software"; Group 2 Report.

Speech Communication Association, New York, N.Y.

Pub Date Jul 73

Note—30p.; Reports presented at the Annual Summer Conference of the Speech Communication Association (9th, Chicago, Illinois, July 12-14, 1973); Also in "Proceedings" published by Speech Communication Association, edited by R. Jeffrey and W. Work, pp. 133-158

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Communication (Thought Transfer), *Communication Problems, *Futures (of Society), Leadership, Planning, Technological Advancement, World Affairs

This paper reports on the Futuristic Priorities Division members' recommendations and priorities concerning the impact of the future on communication and on the speech communication discipline. The recommendations and priorities are listed for two subgroups: The Communication Needs and Rights of Mankind; and Future Communication Technologies: Hardware and Software. The considerations of the groups range from individual cellular psycho-physiology, through considerations of space age computers, to the amplification of space travel and intergalactic explorations. Also included is an appendix containing a preliminary annotated bibliography of educational futures; a sample list of sources concerning the future; a future oriented recreational exercise; and an article, "Future Communication Technologies: Gaining an International Data Base," which discusses the concept of an organization for retrieval and evaluation of international research data in the study of human communication. (WR)

ED 091 792 CS 500 712

Cragan, John F.

Rhetorical Strategy: A Dramatic Interpretation.

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Communication (Thought Transfer), *Evaluation Methods, Higher Education, Political Issues, *Rhetorical Criticism, *Social Values, Speech, *Symbolism

Identifiers—*Conspiracy Dramas

The focus of the dramatic approach as a method of rhetorical criticism is the message rather than the speaker, audience, or situation. Using the approach developed by Ernest Bornmann, the rhetorical critic examines man's symbolic reality and reacts to it by looking for strategies that are inherent in certain dramas. Conspiracy dramas are popular in America and provide a means for explaining the method. In analyzing a rhetorical vision that has a conspiracy plot line, the one predictable character in the drama is the super-hero. The conspiracy drama employs three predictable modes of action for the super-hero: to piece together the conspiracy, to uncover the secret plans of the villain, and to punish the conspirators. (This method of rhetorical criticism is applied to the Indian movement of the 1960s, which failed to gather the attention gained by other movements during the same time period.) (RB)

ED 091 793 CS 500 718

Hain, Tony Tubbs, Stewart L.

Organizational Development: The Role of Communication in Diagnosis, Change, and Evaluation.

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Communication (Thought Transfer), Evaluation Techniques, Industrial Relations, *Management Systems, *Organizational Climate, *Organizational Development

Three key considerations (What is organizational development (OD)? Why do organizations undertake OD efforts? What are the critical phases (and their pitfalls) that make up the OD effort?) are discussed in this paper. The sections include: "What is OD," which presents three definitions of OD and the goals of OD as identified by Bennis; "Why Do Organizations Undertake OD Programs?" which discusses the reasons why organizations undertake OD efforts to help them survive in a competitive business world; "Organizational Diagnosis: Perspectives and Pitfalls," which discusses the importance of accurate diagnosis in regard to what the organization is like, what its problems are, and how they may be related, and presents a basic model underlying OD, which is an extension of the Likert model as refined by Hain; "Organizational Change," which looks at research related to specific factors related to successful change efforts, a six-phase change program, and a model to be applied to change intervention; and "Evaluation Phase," which discusses a communication index developed to demonstrate the relationship between communication quality and organizational performance. (WR)

ED 091 794 CS 500 719

Silver, Wayne

Reconceptualization of the Diffusion Process: An Application of Selected Principles from Modern Systems Theory.

Pub Date Apr 74

Note—19p; Paper given at the Speech Communication Association's Doctoral Honors Seminar in Modern Systems Theory in Human Communication (University of Utah, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adoption (Ideas), *Communication (Thought Transfer), *Diffusion, *Social Systems, *Systems Approach, Technology

A description of the communication behaviors in high innovation societies depends on the application of selected principles from modern systems theory. The first is the principle of equifinality which explains the activities of open systems. If the researcher views society as an open system, he frees himself from the client approach since society generates its own innovation and diffuses it through internal processes. The second principle is mutual causation. The concept of mutual causation is crucial to an understanding of innovation diffusion in rapidly changing societies since it allows an examination of complex interdependent sets of communication behaviors. Finally, the notion of purpose in modern systems theory explains how open systems strike a satisfactory balance between deviation-amplifying processes, such as the diffusion of innovation, and deviation-counteracting processes. Through the exercise of choice, systems evolve in healthy fashion and avert the communication disintegration which Toffler believes is the inevitable byproduct of an accelerating rate of technological change. (Author/WR)

ED 091 795 CS 500 721

Root, V. M., Ed.

Communication Directory, 1973-1974.

Council of Communication Societies, Silver Spring, Md.

Pub Date Mar 74

Note—184p.

Available from—Council of Communication Societies, P.O. Box 1074, Silver Spring, Maryland 20910 (\$4.00 prepaid, \$8.00 invoiced)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), *Directories, *Educational Research, *Organizations (Groups)

The purpose of this directory is to increase the awareness of the public and of people in the communication field of that field's diversity and its interrelatedness. The contents include the following: "Associations," which lists current information about each organization and is coded to indicate the type of organization; "Association Meeting Calendar," which lists national meetings of the organizations listed in the first section; "Research Centers," which lists communication centers and their investigators, subject coverage, publications, directors, and missions; "Other Research Organizations," which lists organizations that have been conducting research into

some aspect of human communication; "Research Data Sources," "Research Glossaries," and "Education Information Sources," which provide in most cases a title, a description, a source abbreviation, a type code, price data, and an explanatory note; "Education Source Table," which lists nineteen communication specialties and shows the level of degree or certificate programs offered in various colleges and universities in the United States and Canada; "Subject Index"; "Organization Index"; "People Index"; "Title Index"; and "Acronym List." (WR)

ED 091 796 CS 500 722

Bowers, John Waite, Ed.

Communication and Conflict.

Speech Communication Association, New York, N.Y.

Pub Date Mar 74

Note—96p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, New York 10001 (\$5.00)

Journal Cit—Speech Monographs; v41 n1 Entire Issue March 1974

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), *Conflict, Conflict Resolution, Decision Making, Dissent, Group Relations, Higher Education, Nonverbal Communication, Problem Solving, Theories, Verbal Communication

Papers in this special issue of "Speech Monographs" focus on the communicative aspects of conflict as an important but neglected area of research. John Waite Bowers introduces the publication with "Beyond Threats and Promises," while David W. Johnson analyzes conflict literature in the longest paper, "Communication and the Inducement of Cooperative Behavior in Conflicts: A Critical Review." Additional papers include the following: "An Analytic Model of Conflict" by Charles E. Watkins; "Conciliation and Verbal Responses as Functions of Orientation and Threat in Group Interaction" by Theodore Jon Marr; "The Effects of Substantive and Affective Conflict in Problem-Solving Groups" by Mae Arnold Bell; "Communication in Game Simulated Conflicts: Two Experiments" by Thomas M. Steinfatt, David R. Seibold, and Jerry K. Frye; "Argument in Negotiation: A Theoretical and Empirical Approach" by Nancy A. Reiche and Harriet B. Harral; "Perceiving Communication Conflict" by Thomas J. Saine; and "A Literary Analog to Conflict Theories: The Potential for Theory Construction" by Lawrence J. Chase and Charles W. Kneupper. (JM)

ED 091 797 CS 500 723

Ladevich, Laurel

A Selected Annotated Bibliography for Use in Teaching an Introductory Film Course.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date Jun 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, College Students, Films, *Film Study, Media Technology, *Reading Materials, Textbooks, *Textbook Selection

This bibliography lists and evaluates some of the current and readily available sources of information that might be of use to the student and/or the teacher of an introductory film course. Although not all of the books being considered were designed for use at the introductory level, they are evaluated with regard to their suitability for a course of this kind. Most attention was given to those books under consideration as basic texts. The books are categorized and treated under the following headings: "Basic Texts," "History," "Criticism," "Theory," and "General Reference." (Author/WR)

EA

ED 091 798 EA 005 629

ERIC Abstracts: A Collection of ERIC Document Resumes on the Year-Round School. ERIC Abstracts Series, Number 31.

American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—24p.

Available from—National Academy for School Executives, 1801 N. Moore Street, Arlington, Virginia 22209 (Stock No. 31-021-00408, \$2.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Cost Effectiveness, Elementary Schools, *Extended School Year, Feasibility Studies, Flexible Scheduling, Literature Reviews, Quarter System, *School Calendars, *School Schedules, Secondary Schools, *Year Round Schools

Among the advantages of year-round operation of schools over conventional 9-month operations, the documents in this annotated bibliography cite savings in cost and space, increased flexibility of scheduling, and higher teacher salaries. Various year-round plans are discussed and recommendations offered for implementation of a year-round schedule. The listing is complete for all issues of RIE through July 1973 and includes documents processed by this and other clearinghouses. Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price of the document if it is available from the ERIC Document Reproduction Service, alternate availability, and the abstract. Documents are listed alphabetically by author and are numbered. (Author)

ED 091 799 EA 005 630

ERIC Abstracts: A Collection of ERIC Document Resumes on Management by Objectives. ERIC Abstracts Series, Number 32.

American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—15p.

Available from—National Academy for School Executives, 1801 N. Moore Street, Arlington, Virginia 22209 (Stock No. 32-021-00410, \$2.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Educational Administration, *Educational Objectives, *Educational Philosophy, Educational Planning, Elementary Schools, Management, *Management by Objectives, *Management Systems, Objectives, Performance Criteria, Secondary Schools

This annotated bibliography includes documents on various kinds of objectives, setting objectives, and managing by objectives. Emphasis is on the management system known as management by objectives (MBO). The listing is complete for all issues of RIE through August 1973 and includes documents processed by this and other clearinghouses. Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document, (ED) number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. Documents are listed alphabetically by author and are numbered. (Author)

ED 091 800 EA 005 631

ERIC Abstracts: A Collection of ERIC Document Resumes on Program Evaluation. ERIC Abstracts Series, Number 33.

American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—28p.

Available from—National Academy for School Executives, 1801 N. Moore Street, Arlington, Virginia 22209 (Stock No. 33-021-00412, \$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Computer Oriented Programs, Educational Objectives, *Educational Programs, Elementary Schools, Evaluation, *Evaluation Criteria, *Evaluation Techniques, *Program Evaluation, Secondary Schools

Documents in this annotated bibliography provide specific instruments and procedures for evaluation of educational programs. Several bibliographies and documents on theoretical concerns of program evaluation are also included, but the orientation of the abstracts as a whole is toward the practical, rather than the theoretical. The listing is complete for all issues of RIE through September 1973 and includes documents processed by this and other clearinghouses. Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. Documents are listed alphabetically by author and are numbered. (Author)

ED 091 801 EA 005 663

Coppock, Nan

Middle Schools, NAESP School Leadership Digest Series, Number 2. ERIC/CEM Research Analysis Series, Number 4.

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74

Contract—OEC-0-8-080353-3514

Note—47p.; A related document is ED 089 390. Available from—National Association of Elementary School Principals, 1801 N. Moore Street, Arlington, Virginia 22209 (\$24.00 plus postage. Available only as part of series of 13 reports)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Adolescence, Career Planning, Curriculum, Educational Innovation, *Educational Philosophy, Guidance, Individual Development, *Literature Reviews, Maturation, *Middle Schools, *Professional Training, Program Descriptions, *Program Improvement, Student Evaluation, Teacher Education, Teacher Improvement, Teaching Methods

Identifiers—*Transcendence

Along with increasing numbers of middle schools, the past decade has seen the emergence of a middle school philosophy. The present document explores this philosophy which takes into account the wide range of physical, intellectual, and emotional differences among pupils who are between childhood and adolescence. Among the labels applied to these pupils are transients and emerging adolescents. While no attempt to categorize them is wholly satisfactory, these students are generally identified as those in grades 5 or 6-8, or as 10-14-year-olds. The major portion of this presentation covers middle school historical roots and present trends, philosophy, ideal program characteristics, and staff. Recurrent themes include individual attention and continuous progress up the "school ladder." Various transitional and exploratory functions of the middle school institution are examined. A substantial bibliography is provided. (Author)

ED 091 802 EA 005 824

Piele, Philip K. Forsberg, James R.

School Property: The Legality of Its Use and Disposition. ERIC/CEM State-of-the-Knowledge Series, Number 26. NOLPE Second Monograph Series on Legal Aspects of School Administration, Number 5.

National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene.

ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74

Contract—OEC-0-8-080353-3514

Note—54p.

Available from—National Organization on Legal Problems in Education, 825 Western Avenue, Topeka, Kansas 66606 (\$3.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Administrator Guides, *Boards of Education, *Court Cases, *Educational Facilities, Equal Facilities, Equal Protection, Freedom of Speech, *Institutional Facilities, Literature Reviews, School Integration, *School Law, State Legislation

Identifiers—Property Disposition

Designed to be a general outline and guide for school administrators and board members, this monograph provides a broad overview of State statutes and State and Federal court decisions that affect the use and disposition of school property. The first part of the paper presents typical statutes granting to or withholding from school boards discretion to control school property use or disposition. For the sake of convenience as well as for improved analysis, the paper divides the statutes into three broad categories of community use of school property, general purpose use, and use at board discretion; however, the similarities among these categories become readily apparent. Highlighting trends in recent court decisions and the issues involved, the second part of the monograph covers case analyses and clarification of State statutes in the areas of tort liability, leasing and selling, deed clauses, and constitutional issues. (Author)

ED 091 803 EA 005 888

Iannaccone, Laurence Cistone, Peter J.

The Politics of Education. ERIC/CEM State-of-the-Knowledge Series, Number 20.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74

Contract—OEC-0-8-080353-3514

Note—82p.

Available from—Publications Editor, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (\$2.50)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Education, Federal Government, *Governance, Literature Reviews, Political Attitudes, *Political Influences, *Politics, *Power Structure, Professional Associations, School Districts, State Government, Urban Education

Identifiers—*Educational Politics

Designed to provide an orientation in and foster sensitivity to the field of educational politics as it has evolved during the past decade, this monograph reviews, synthesizes, and evaluates selected literature in the field, and integrates theoretical analysis and empirical evidence. Three themes recur throughout the monograph—that there is a dynamic relationship between educational politics and societal change, that political culture is a powerful determinant of the style and structure of educational politics, and that professional and employee interests dominate in the governance of education. The first part of the monograph addresses conceptual and methodological approaches to the study of educational politics. The authors then examine the main arenas and salient issues in educational politics. Local, urban, State, and Federal educational politics are discussed in subsequent chapters. The monograph concludes with a summary chapter that suggests implications and directions for future research in the field. An extensive bibliography is included. (Author/JF)

ED 091 804 EA 006 112

Weiner, Stephen S.

Implementing the "Voucher" Demonstration in Alum Rock, or "Taking the 'OUCH' Out of Vouchers."

Pub Date Apr 74

Note—12p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Alternative Schools, Change Strategies, *Decentralization, *Demonstration Projects, *Education Vouchers, Elementary Schools, *School District Autonomy

Educational voucher plans envision the creation of diverse educational options among which informed parents may make a choice for the schooling of their children. One specific voucher plan—the "regulated, compensatory voucher" plan advocated by the Center for the Study of Public Policy (the CSPP model)—has given rise to a federal effort to create and evaluate local school district demonstrations of a voucher concept. Only one demonstration is under way at this time—the Alum Rock Union Elementary School District (K-8) in San Jose, California, which began a "transition model" voucher demonstration in September 1972. Essentially a summary of some of the major implementation problems encountered in the OEO-Alum Rock demonstration, this paper examines briefly the degree to which the Alum Rock demonstration departs from the model espoused by the Office of Economic Opportunity. Examined are two major sources of modification of the CSPP model—the process of negotiation between OEO and the Alum Rock District which led to the initiation of the Alum Rock demonstration and the process of implementation within the District itself. The Alum Rock demonstration was initially conceived as a voucher experiment designed to empower parents. In operation, however, it has turned into a project involving a substantial decentralization of authority, coupled with a limited form of open enrollment, that has largely served to empower teachers. (Author)

ED 091 805 EA 006 133

Financing the Public Schools of Kentucky.

Kentucky State Dept. of Education, Frankfort; National Educational Finance Project, Gainesville, Fla.

Pub Date 73

Note—442p.; A related document is ED 083 713

EDRS Price MF-\$0.75 HC-\$21.00 PLUS POSTAGE

Descriptors—Capital Outlay (for Fixed Assets), *Educational Economics, *Educational Finance, Elementary Schools, Equalization Aid, Extended School Year, Fiscal Capacity, Food Service, *Foundation Programs, Productivity, Program Costs, School Organization, *School Taxes, Secondary Schools, *State Aid, Student Transportation, Tax Effort, Teacher Salaries

Identifiers—Finance Reform, *Kentucky

To improve its cultural development, increase the economic efficiency of its public investment, and optimize equality of opportunity, Kentucky must introduce a new State school finance program. Such a program should provide for more efficient use of the public dollar, establish a framework wherein the public can measure school productivity, return enough educational decisionmaking to the local level to enhance community involvement in the schools, increase the State investment in education to maximize the public benefit, and equalize educational opportunity among all children of the state. Major advances have been made in the educational opportunities being provided for the public school children in Kentucky, but the finance law which was adequate for the 1950's and 1960's will not necessarily meet the needs of the 1970's and 1980's. Kentucky is not unique in this respect, for virtually every State is involved in a major study of its school finance program. An overview is presented of the principal technical studies which have been conducted as a part of Kentucky's search for methods to improve its school finance program. In each instance recommendations or conclusions have been developed based on the work of the Citizens Advisory Council, the reports submitted for each technical study, and the experience and professional judgment of the staff of the National Educational Finance Project. (Author/DN)

ED 091 806 EA 006 149

Zelman, Susan Grainer, Marc

An Evaluation of Citizen Participation in an Urban School.

Pub Date Apr 74

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Attitudes, Behavior Change, Case Studies, *Citizen Participation, Citizens Councils, Cultural Disadvantage, *Decision Making, Economically Disadvantaged, *Educational Policy, *Educational Programs, Educational Research, *Political Power, Surveys, Urban Schools

Identifiers—*Citizen Committees

The operations of a citizen committee associated with two neighborhood public schools in the Boston area were studied to evaluate empirically the effectiveness of the committee in achieving certain policy goals. A case study approach to citizen committee power to influence educational decisionmaking was made in the areas of finance, curriculum, and personnel. Survey data reveal a positive relationship between perception of and/or participation in the committee and feelings of direct and representational influence over and identification with school decisionmaking. However, while participation in the citizen committee seems to increase citizen feelings of control over school decisionmaking, the case studies demonstrate that, in fact, these committees have no influence. (Author/MLF)

ED 091 807 EA 006 150

Vogel, Francis X. Bowers, Norman D.

The Impact of the Nongraded School.

Pub Date Apr 74

Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Elementary Schools, *Evaluation Criteria, Flexible Scheduling, Junior High Schools, *Nongraded Classes, *Nongraded System, Performance Criteria, Questionnaires, *School Organization, State Departments of Education, Student Grouping, *Validity

Identifiers—Multi Age Grouping

Although the nongraded school idea has had widespread publicity, there is little general agreement regarding criteria for identifying a nongraded school. There is also little available evidence regarding the permanence of the nongraded organization among schools that adopted the innovation. The project considered here developed and validated criteria for the nongraded school idea. Nongraded schools in every State were surveyed as to the extent to which the criteria were present in their programs. Data were also collected relating to the organization, implementation, and persistence of the idea. Additionally, perceived reasons for discontinuing a nongraded program were surveyed and analyzed. Outcomes of the study offer clarification of the nongraded concept, the extent to which this form of school organization exists, and reasons for apparent success or discontinuance. (Author)

ED 091 808 88 EA 006 151

Baker, William P. Hoffman, Glenn W.

Housing Patterns in Relation to Educational Achievement. Project SIMU School: Santa Clara County Component.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—RR-4

Bureau No.—72-8111

Pub Date Oct 73

Grant—OEG-9-72-0063(290)

Note—42p; Related documents are ED 079 858 and 859, ED 083 692, ED 089 465, and EA 006 152 and 153

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Academic Achievement, Aspiration, Dropout Rate, Early Experience, *Economically Disadvantaged, *Environmental Influences, *Ethnic Groups, Ghettoes, *Housing Patterns, Low Rent Housing, Racial Segregation, Simulation, Social Problems, Social Services, Socioeconomic Status, Test Results, Zoning

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project SIMU School

This paper focuses attention on the critical importance of zoning and housing to education. It covers the causes of undesirable housing patterns, the apparent effects of these patterns on educational achievement, and possibilities for positive action to reverse the negative effects.

Although examples are drawn from Santa Clara County, the thesis applies as a model of what can happen wherever large concentrations of poor people develop. Undesirable housing patterns are caused by: (1) zoning and construction practices that tend to reinforce economic and minority segregation, (2) overt discrimination against minorities, (3) the shortage of low cost rental units and dependence on local initiative for more low cost housing, and (4) lack of overall planning in urban renewal projects. These patterns can be prevented by the expansion of low income housing distributed throughout the community; the adoption and enforcement of fair housing legislation; and the continual revision of zoning, housing, and subdivision regulations to further the goal of a heterogeneous community. (Author/MLF)

ED 091 809 88 EA 006 152

Halverson, Don E.

A Multi-Agency Center for Educational Planning in Santa Clara County. Project SIMU School: Santa Clara County Component.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—RR-6

Bureau No.—72-8111

Pub Date Dec 73

Grant—OEG-9-72-0063(290)

Note—105p; Related documents are ED 079 858 and 859, ED 083 692, ED 089 465, and EA 006 151 and 153

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Data Bases, Educational Change, *Educational Planning, Facility Planning, Facility Requirements, *Interagency Cooperation, *Organization, *Regional Planning, School Demography, Simulation, *Social Services

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project SIMU School

This study was made to determine the need for a cooperative approach to planning services in Santa Clara County, and should such a need exist, to determine appropriate organizational and government structures, suggested objectives and activities, and suitable resource allocations to achieve the suggested objectives. The resulting position paper presents the thesis that a county (or regional) organization can be the source of valuable, coordinated assistance to citizens who address their attention to the future of their community. Such a center could provide data from many sources, assembled in a common and useful format. It could provide a means for interested persons to have an impact on decisionmaking bodies within the community, and could promote coordinated planning among school districts, leading to better solutions to all their future problems. An organizational pattern and a description of functions for a planning center are outlined. A short bibliography is included. (Pages 58-60 may reproduce poorly.) (Author/MLF)

ED 091 810 EA 006 156

Fetters, William B.

A Capsule Description of High School Seniors, Base-Year Survey, National Longitudinal Study of the High School Class of 1972.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-11116

Pub Date 74

Note—41p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.85)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Career Planning, Cocurricular Activities, Educational Programs, Educational Research, *Goal Orientation, Grade Point Average, High School Curriculum, High School Graduates, Homework, Longitudinal Studies, National Surveys, Private Schools, Public Schools, Secondary School Counselors, *Seniors, *Student Attitudes, Student Employment, *Student Experience

In the spring of 1972 almost 18,000 seniors, from over 1,100 public and nonpublic high

schools, participated in the first phase of a longitudinal study intended to supply the educational community with facts on the flow of young adults through the postsecondary educational-occupational system. Followup data will be requested from these young adults at intervals over a projected total period of 6-8 years. These data will facilitate the identification of major branching or decision points that affect educational and life patterns in the immediate postsecondary period. Additionally, these data are intended to provide valuable information for planners, policymakers, and educational researchers as a basis for improving the educational system by making it more responsive to students and their needs. The report first describes the planning and development of the study and then presents a brief description of the characteristics, plans, and attitudes of the students as they were about to leave high school. (Author/MLF)

ED 091 811 EA 006 158

Piper, Terrence

Classroom Management & Behavioral Objectives. Applications of Behavior Modification.

Pub Date 74

Note—129p.

Available from—Lear Siegler, Inc./Fearon Publishers, 6 Davis Drive, Belmont, California 94002 (\$4.25, paperback; \$4.00, xerox master)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Behavior Change, *Classroom Environment, Discrimination Learning, Elementary Schools, Generalization, Learning Theories, *Management by Objectives, *Operant Conditioning, *Reinforcement, Rewards, Secondary Schools, Social Reinforcement, Teaching Models

Identifiers—Theory Practice Relationship

The areas of learning theory and classroom applications of that theory are brought together in this booklet. Although it is impossible to provide the answer to every classroom behavior problem, relating the problems and objectives of a given classroom to learning theory should facilitate the development of effective and efficient programs. Concrete examples of application are included throughout the text. To further illustrate the relationship between theory and application, a series of studies performed by teachers in their own classrooms has been included. The studies sample a wide variety of chronological ages and behavior problems. (Author/MLF)

ED 091 812 EA 006 159

Petersen, John E.

The Rating Game: Report of the Twentieth Century Fund Task Force on Municipal Bond Credit Rating.

Twentieth Century Fund, New York, N.Y.

Pub Date 74

Note—161p.

Available from—Twentieth Century Fund, 41 E. 70th Street, New York, New York 10021 (Free, supply limited)

Document Not Available from EDRS.

Descriptors—*Bond Issues, *Credit (Finance), Data Bases, Educational Finance, Financial Needs, *Financial Services, *Interest, *Municipalities, Research

Identifiers—*Credit Ratings

This publication examines the influence of credit ratings on public debt financing and helps to resolve some of the developing controversy concerning this subject. It investigates the rating activities of the two private investment advisory firms—Moody's and Standard & Poor's—and the use of ratings by governmental borrowers, investors, investment bankers, and the regulatory bodies for banks and insurance companies. The behavior of these participants in the municipal market provides clear evidence that ratings significantly affect the cost of capital to public borrowers. The majority of the task force members believe that the rating agencies are doing a creditable job given their resources. To improve the structure of the rating system and its uses by the various market participants, the task force made a number of recommendations, such as additional disclosures of criteria used in determining ratings, more frequent review of outstanding issues, separate ratings for short-term debt, and cooperation with all market participants in improving the understanding of ratings and their importance in communicating essential financial information. The major recommendation is to establish a national data bank to accumulate local

50 Document Resumes

government statistics and financial information for dissemination to all market participants. (Author/DN)

ED 091 813 EA 006 160

Schmuck, Richard A. Schmuck, Patricia A. A Humanistic Psychology of Education: Making the School Everybody's House.

Pub Date May 74

Note—388p.

Available from—National Press Books, 285 Hamilton Avenue, Palo Alto, California 94301 (\$5.95)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Behavioral Sciences, *Educational Change, Educational Environment, Educational Philosophy, *Educational Psychology, *Humanization, Interpersonal Relationship, Organizational Climate, Relevance (Education), *School Organization, Social Psychology, *Systems Approach

This book attempts to show how schools can go about humanizing their own processes and procedures. It takes the view that schools are complex social systems and that systematic changes—not merely changes in individual attitudes—are required to realize humanization. From this "systems" point of view, the most powerful tool for developing humanized learning climates lies in reforming the norms that influence the interpersonal relationships among all school participants. The book grapples with ways of humanizing schools by using theory and research available from the social sciences—social psychology in particular. The book is designed for use in many educational settings, such as those of preservice, inservice, and graduate. It is meant to be practical by shedding light on what humanized schooling means, what humanized schools look and feel like, and how such schools can be created. An annotated bibliography is included at the end of each chapter. An extensive bibliography and an index are also included at the end of the book. (Author/DN)

ED 091 814 EA 006 161

Connelly, F. Michael

Research Problems in Curriculum: Alternative Paradigms.

Pub Date Apr 74

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Curriculum Development, *Curriculum Research, Decision Making, *Educational Research, Education Majors, *Graduate Study, *Role Models, Teacher Role

Curriculum research appropriately follows, rather than precedes, development. According to the "breakthrough" view of research, curriculum development and curriculum practice exhibit a deductive applied relationship to curriculum research. The obvious fault in this view is that it ignores the milieu of value claims about what is ideal and what is best under the circumstances and, instead, makes the assumption that a research "is" has the power of a practical "ought" prescription. The general problems for research are those of elaborating the practical circumstances and practical possibilities entailed by particular theories and lines of research, the matching of these into more or less compatible mixes, and the making available of this work to practitioners. The principal aim of curriculum research is less with the generation of new knowledge than it is with the improvement of school practices. The principal function of teachers in curriculum decisionmaking is to arrive at a defensible basis for choice among an array of alternatives. The preparation of these alternatives remains as a research and development problem. A second line of research is in the field of graduate level instruction in curriculum. This field is in need of theoretical development of terms and frameworks useful in reading research findings for use by education students. (Author/DN)

ED 091 815 EA 006 162

Hensel, James W. And Others

Constructs for Studying Change Processes.

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

Available from—James W. Hensel, Chairman, Department of Vocational, Technical, and Adult Education, University of Florida, Gainesville, Florida

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Change Agents, Change Strategies, *Educational Anthropology, *Educational Change, *Educational Innovation, *Educational Research, Factor Analysis, Research Methodology

On the basis of an anthropological descriptive study of 16 schools and a study of the high innovative schools compared with low innovative schools, an interaction hypothesis was formulated. The hypothesis included theoretical constructs of system innovative thrust, personnel innovative thrust, and selected educational change. In this paper, these constructs are defined in terms of variables, and a factor-analytic approach to measuring these constructs is proposed. The significance of the hypothesis is discussed in terms of extending existing knowledge regarding change processes and as a potential diagnostic tool for use with schools seeking to implement specific changes. (Author)

ED 091 816 EA 006 170

Directory of Public Elementary and Secondary Schools in Selected Districts: Enrollment and Staff by Racial/Ethnic Group. Fall 1972.

Office for Civil Rights (DHEW), Washington, D.C.

Report No.—DHEW-OCR-74-5

Pub Date 72

Note—1,612p.; A related document is ED 065 907

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$2.55 HC-\$77.40 PLUS POSTAGE

Descriptors—*Civil Rights, Elementary Schools, Enrollment, Federal Government, Instructional Staff, Minority Groups, *National Surveys, Public Schools, *Racial Composition, Sampling, School Districts, *School Integration, Secondary Schools, *Student Enrollment, Students

This directory contains reported information, as of the beginning of the 1972-73 school year, on the racial/ethnic composition of pupils and full-time classroom teachers (assigned to one school) in approximately 8,000 school districts in the continental United States including Alaska and the District of Columbia. This information was reported to the Office for Civil Rights by school district superintendents and/or State education agencies. All school districts with 3,000 or more pupils in enrollment (1971-72) were surveyed. Smaller school districts were selected for inclusion in the survey in a statistically random manner based on district enrollment size in the preceding school year as determined by the USOE National Center for Educational Statistics. In addition, all districts eliminating racially or ethnically dual school systems under terms of voluntary plan agreements with the Department of Health, Education, and Welfare or under Federal court order were surveyed regardless of school district enrollment size. (Author)

ED 091 817 EA 006 171

Administrative Manual for Directors of Transportation.

Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.

Pub Date Jul 71

Note—33p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Administrator Guides, Driver Education, Inspection, Insurance Programs, Recordkeeping, Records (Forms), *Safety, *School Buses, School Districts, Standards, *Student Transportation

Identifiers—Alaska

This guide contains safety regulations for Alaska school district transportation systems including insurance, school bus inspection, and bus driver's permit and certification. Samples of required reports and forms are included. (MLF)

ED 091 818 EA 006 172

Brownfield, Dana And Others

Moving Toward A More Open Education. Oregon ASCD Curriculum Bulletin, Vol. 28, No. 323.

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date May 74

Note—76p.

Available from—Oregon Association for Supervision and Curriculum Development, P. O. Box 421, Salem, Oregon 97308 (\$2.50)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Contracts, *Individual Differences, *Individualized Programs, Learning Motivation, *Learning Theories, *Open Education, Record-keeping, Student Participation, *Student Responsibility, Students

Supporters of the open approach to education are committed to the beliefs that children learn in their own unique styles, at varying rates, and best when they are actively involved in the education process. In addition, supporters of this concept are convinced that children can be trusted to set goals, evaluate performance and progress, make decisions, and display self-responsibility. This paper summarizes and organizes the experiences and thoughts of one group of teachers who have made some progress in the movement toward what has come to be called open education. Subjects covered include student responsibility, student contracts, evaluations, learning packets, room management, and individualizing instruction. (Author/JF)

ED 091 819 80 EA 006 173

Comprehensive Planning in Education: A Planning Handbook for Districts. Handbook Series on Comprehensive Planning for Local Education Districts, No. 1.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Apr 74

Note—34p.; A related document is EA 005 992

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Administrator Guides, *Educational Assessment, *Educational Needs, *Educational Objectives, *Educational Planning, Evaluation Methods, *Master Plans, School Districts Identifiers—*Comprehensive Planning, Elementary Secondary Education Act Title V, ESEA Title V, Project Next Step

The results of a special survey conducted in New Jersey school districts indicated that 90 percent of the responding districts desired more information about comprehensive planning models and needs assessment techniques. In response to the expressed desire of respondents, this handbook presents an overview of the comprehensive planning process, attempts to answer some general questions about the process, reviews the components of the planning process in greater detail to define and clarify each phase and its relationship to the whole, and provides a glossary of common terms used in educational planning. (Author)

ED 091 820 EA 006 174

A Compilation of Laws Relating to Education—1974.

New Mexico State Dept. of Education, Santa Fe. Pub Date 74

Note—173p.; Marginal legibility on a few pages

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Educational Finance, *Educational Legislation, Fringe Benefits, Public Schools, Salaries, School Attendance Laws, School Districts, *School Law, *State Legislation, Student Transportation

Identifiers—*New Mexico

This unofficial compilation contains all of the New Mexico State laws relating to education which were passed during the 1974 legislative session. (Author)

ED 091 821 EA 006 175

House, Ernest And Others

An Assessment of the Michigan Accountability System.

Spons Agency—Michigan Education Association, East Lansing; National Education Association, Washington, D.C.

Pub Date Mar 74

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Citizen Participation, *Educational Accountability, Educational Assessment, *Educational Objectives, Program Evaluation, *State Departments of Education, *State Programs
Identifiers—*Michigan

Accountability currently is an important concept throughout education. Michigan has assumed leadership among the States in exploring and applying accountability procedures. The purpose of this report is to examine the quality and implications of that leadership. Specifically, the authors' purpose is to assess the Michigan Accountability System with respect to the educational soundness and utility for Michigan and with particular emphasis on the assessment component. The report describes the system and offers recommendations for improvement. (Author/JF)

ED 091 822 EA 006 176
Decentralization 1973: A Second-Year Progress Report.

Los Angeles City Schools, Calif. Office of Education and Management Assessment.
Pub Date Oct 73

Note—96p.; Presented by the Decentralization Task Force to the Los Angeles City Board of Education

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Citizen Participation, *City Problems, Community Involvement, *Decentralization, *Decision Making, *School Community Relationship, School Systems, Surveys, *Urban Schools
Identifiers—*Los Angeles

The Los Angeles City Schools, following a plan of educational renewal, are experiencing major changes through an ongoing, orderly process called "decentralization." To assess the progress being made, a task force study was undertaken to determine what mid-course corrections might be necessary and what additional information might be needed by staff and community about decentralization. Over 70,000 surveys forms were sent to all schools and offices in the district, as well as to the community, with over 32,000 survey forms being completed, returned, and tabulated by computer. In addition, over 5,500 open-ended response sheets were returned. This report is divided into four sections: (1) instructional improvement, (2) local school flexibility, (3) communications, and (4) community participation. A fifth section, open-ended responses, was added when it became apparent that other concerns were being expressed which did not directly relate to specific survey items. (Author/JF)

ED 091 823 EA 006 177
An Evaluation of School-Community Advisory Councils/1972.

Los Angeles City Schools, Calif. Office of Education and Management Assessment.

Pub Date 72

Note—120p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Advisory Committees, *Citizen Participation, Community Control, Community Involvement, *Decentralization, Decision Making, *Program Evaluation, School Systems, Surveys, *Urban Schools
Identifiers—*Los Angeles

A major component of the decentralization concept has been the focus on the participation of community, staff, and students in the process of educational decision making. On June 28, 1971, the Los Angeles City Board of Education mandated that a school-community advisory council be established in every regular elementary and secondary school in the district. To evaluate the performance of those councils, survey questionnaires were sent to all school principals and advisory council chairmen; and to selected council members, parents, teachers, community representatives, and students. This report contains (1) a presentation of the statistical information compiled from all the respondents who returned one of the questionnaires; (2) an analysis of the open-ended response questions in an effort to summarize the many points of view in terms of identified strengths, weaknesses, or recommendations; and (3) an attempt to evaluate council effectiveness based on such factors as council structure, involvement, cooperation, and experience. Based on these three related but separate approaches to an analysis of the data, a number of specific conclusions and recommendations are presented. (Author/JF)

ED 091 824 EA 006 178

Addy, Polly DeBovis, Martin
Instructional Assistance Program. Final Report, 1972-73. Research and Development Report, Vol. 7, No. 47.

Atlanta Public Schools, Ga.

Pub Date Mar 74

Note—55p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Academic Achievement, Educational Research, Elementary Schools, Middle Schools, Paraprofessional School Personnel, *Program Descriptions, *Program Evaluation, State Aid, Statistical Data, *Teacher Aides
Identifiers—Atlanta, IAP, *Instructional Assistance Program

The Georgia Instructional Assistance Program (IAP) earmarked \$3,200,000 in grants to local school systems for supplemental instructors and aides in the form of additional certificated and/or noncertificated personnel to provide assistance in the elementary grades to classroom teachers. It was anticipated that through the intensive instruction and training all students would be able to achieve in the various subject matter areas in accordance with their potentials and abilities. This report describes and evaluates the implementation of this program in six elementary and two middle schools of the Atlanta Public Schools. Overall, the IAP resulted in more observable and measurable achievements by pupils and in more professional growth of staff members. The majority of all teachers who participated in the program favor continuing the program. (Author/DN)

ED 091 825 EA 006 179

Parsons, G. Llewellyn
Review of Related Research Literature on Educational Supervision.

Memorial Univ., St. John's (Newfoundland).

Pub Date Oct 71

Note—17p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrative Personnel, Administrator Evaluation, Administrator Role, *Educational Research, Elementary Schools, *Literature Reviews, Principals, Role Perception, School Organization, Secondary Schools, *Supervision, *Supervisors, Teacher Administrator Relationship, Teachers

Although a large number of studies on supervision have been redundant, some important empirical knowledge has been gained from research in this area. Gwaltney, Andburg, Blumberg, Weber and Amidon, and Marquit have studied the differing perceptions of supervisory behavior by teachers, supervisors, and administrators. Gross and Herriot and later Goldman and Heald have identified specific aspects of administration and supervisory behavior which have considerable impact on teachers' attitudes toward general supervisory practices in certain districts and the adaptations made by teachers and principals to supervisory expectations. Ziolkowski attempts to determine differences in supervisory practices in schools rated high on teacher effectiveness and in those rated low on teacher effectiveness. More recently, Wilson and his associates, in studying supervision from a sociological point of view, have developed a new concept of supervision—comprehensive planning. The research objectives and findings of these and other studies are reported in this review. (Author/DN)

ED 091 826 EA 006 180

Parsons, G. Llewellyn
The Influence of Supervisory Roles.
Memorial Univ., St. John's (Newfoundland).

Pub Date Jan 72

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrative Personnel, Administrator Role, Elementary Schools, *Role Perception, Secondary Schools, Supervision, *Supervisors, Teacher Administrator Relationship, *Teacher Attitudes, Teacher Behavior, *Teacher Influence
Identifiers—Canada

Supervisory roles perceived by teachers as the most influential in affecting their behavior with respect to the content, processes, or outcomes of their teaching were those of principal; "other

teachers"; program consultant; inspector; assistant or vice-principal; area, district, or regional superintendent; and resource teacher. This report deals with the number and percent of teachers identifying each role as influential and the relationship of type and size of school, sex, grade level taught, experience, and professional preparation of teachers to teachers' perceptions of the influence of 26 different supervisory roles. Perceptions of influence ranked the principal as having the most influential supervisory role; "other teachers" as influencing the behavior of beginning teachers; program consultants and inspectors as most influential (by certain female teachers); vice-principals as most influential (by public, city school teachers with two to three years professional training and teaching of intermediate grades in medium or large size schools); the area superintendent as most influential (by certain county female teachers teaching in large schools); and resource teachers as most influential (by teachers at the primary and junior grade levels). (Author/DN)

ED 091 827 EA 006 181

Mumanno, Lucile Stauffer, Alan C.
Major Changes in School Finance: Statehouse Scorecard. Research Brief, Vol. 2, No. 2.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Report No.—ECS-R-2

Pub Date May 74

Note—44p.; A related document is ED 082 380. Available from—Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Finance, Equal Education, *Equalization Aid, Fiscal Capacity, Property Appraisal, Property Taxes, *School Taxes, *State Aid, *State Legislation, Tax Allocation, Tax Effort, Tax Rates, Tax Support
Identifiers—*School Finance Reform, Tax Reform, Tax Relief

This report is designed to familiarize the reader with current changes in State systems of public school finance. It describes in summary form the major school finance changes made in 1973 by Colorado, Florida, Illinois, Kansas, Maine, Michigan, Montana, North Dakota, Utah, and Wisconsin. State legislative sessions in these States produced substantive enactments aimed at equalizing either educational opportunity or the tax burden or both. To distribute resources to school districts equitably, States are using a modification of "district power equalizing" (DPE). Under DPE a State would guarantee the revenue yield per pupil from a given local property tax rate. Where the actual revenue raised by the rate in a district is less than the guarantee, State funds would make up the difference; where actual revenue is more, the State would recapture the excess. The recapture feature is generally either eliminated or restricted. The report also reviews property tax relief and reform efforts underway in Maryland, Oregon, Florida, Vermont, and California. It considers efforts being made to take into account the needs of tenants in property tax relief packages. (Author/DN)

ED 091 828 EA 006 182

Greenfield, T. Barr
Theory in the Study of Organizations and Administrative Structures: A New Perspective.

Pub Date Jul 74

Note—20p.; Paper presented at the Annual Meeting of the International Intervisitation Programme on Educational Administration (3rd, Bristol, England, July 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrative Organization, Administrator Education, *Educational Administration, Organization, *Organizational Development, *Organizational Theories, Organizations (Groups), Research, School Organization, Theories

Identifiers—*Phenomenology
There exists a body of theory and assumption that runs squarely at odds with that which has provided the ideological underpinnings of educational administration as it has been developed over the past two decades. The ideological conflict between these two views rests on two fundamentally different ways of looking at the world.

One is the established view both in the study of organizations generally and in the study of educational administration in particular. The philosophical basis of this natural systems view is realism—the world exists and is knowable as it really is, and organizations are real entities with lives of their own. The philosophical basis of the alternative phenomenological view is idealism—the world exists, but different people construe it in very different ways. Organizations are invented social reality. This paper outlines the phenomenological view and recommends its application both in organization and administrative theory. The author concludes that no general science of organization and administration is at hand and that the possibility of training administrators through the study of organization theory has been seriously overestimated. He suggests that research into organization problems should consider and begin to use the phenomenological perspective. A selected list of references is included. (Author/DN)

ED 091 829 EA 006 183

Baughman, Paul And Others
Vandalism and Its Prevention.
California Association of School Business Officials. Southern Section.

Pub Date Mar 71

Note—29p.; Prepared by the Southern Section School Building Committee; Tables may reproduce poorly

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Administrator Guides, Annotated Bibliographies, *Building Materials, Case Studies, *Costs, *Electromechanical Technology, Electronic Equipment, *Prevention, Technological Advancement, *Vandalism
Identifiers—School Security

As a result of the sharp increases in the costs of vandalism in the last few years, technical developments in intrusion devices have been rapid. This report provides an overall view of vandalism prevention emphasizing the various devices for detecting and reporting unauthorized entry into buildings and giving information about the activities of those who have entered. Stress is placed on the deterrence of vandalism through the use of appropriate materials and design in school buildings. An annotated bibliography provides guidance for those who wish to pursue the subject further. (Author/JF)

ED 091 830 EA 006 185

Lawton, Stephen B.

Models, Analysis and Interpretation of Education Trustee Voting Behavior.

Pub Date Jun 74

Note—25p.; Presented at the Annual Conference of the Canadian Society for the Study of Education (Toronto, Ontario, Jun 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Behavior Patterns, Board of Education Policy, *Boards of Education, Factor Analysis, Governing Boards, *Models, Policy Formation, Political Attitudes, Political Science, *Politics, Research, Statistical Analysis, *Voting
Identifiers—Political Behavior, *Voting Behavior

The understanding of the political behavior of school boards can be advanced by conducting factor analysis of the voting records of trustees. While the application of these methods is generally appropriate, differences in subject matter highlight the problem of inferring political theory from numerical data. In this paper, several different political models for explaining trustee voting behavior are postulated—models which, in fact, have identical representations in terms of recorded votes and, hence, factor patterns. Further, actual voting records of two boards are analyzed in order to illustrate two different types of voting behavior. Explanations for these differences require additional knowledge concerning variables other than the votes themselves. Finally, there is a discussion of some of the modes of analysis currently in use, with recommendations as to the best alternatives. (Author/DN)

ED 091 831 EA 006 186

Opportunities for Excellence. Findings, Conclusions, and Recommendations of a Survey of Illinois School District Organization. Final Report of the Committee on School Organization.

Governor's Commission on Schools, Springfield, Ill.

Pub Date Mar 73

Note—246p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—Assessed Valuation, Cost Effectiveness, Educational Finance, Enrollment, Equal Education, Expenditure Per Student, *Organization, *School Districts, School District Spending, *School Organization, *School Redistricting, *School Size, School Support, Statistical Data, Surveys
Identifiers—*Illinois, School District Size

This report contains a history of school district organization in Illinois, a statistical profile of Illinois education today, a survey of selected districts offering quality education, and an agenda for change. Findings indicate that, of the measurable factors affecting the quality of local educational opportunity, district size is most critical. Districts of minimal size are generally inadequate to the task of providing the broad range of educational programs and services demanded of today's schools. Overly small teacher-pupil ratios, limited facilities, and disproportionate administrative costs cause operating costs per pupil in small districts to run higher than those in larger districts. The unequal distribution of local school revenue resources is a second serious problem in Illinois. The quality of educational programs, services, and personnel offered by both the sample's dual unit districts ranged from very limited to comprehensive in scope. The appendix contains detailed enrollment and finance data for Illinois school districts by county. (Author/DN)

ED 091 832 EA 006 187

Patterson, Jerry

Nongradedness: Supporting Theory To Guide Practice.

Pub Date [73]

Note—12p.; A related document is ED 085 890

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Educational Environment, *Educational Philosophy, *Educational Theories, *Nongraded System, Student Characteristics, Teaching Methods, *Ungraded Programs, *Ungraded Schools

Although there is much support for the non-graded concept of schooling, it becomes difficult to identify the principles underlying non-gradedness. In particular, many writers on the topic have failed to support their positions with an explication of basic philosophic assumptions. The purpose of this article, therefore, is to tender a philosophic foundation extrapolated from various authors' positions. Initially, the nature of the learner is discussed. Using this discussion as a benchmark, ideas about teaching, curriculum, and instructional methods are presented. (Author/DN)

ED 091 833 EA 006 189

Alternative Education: An Introduction, a Special Report on Pasadena, California, and a Bibliography. Oregon School Study Council Bulletin, Vol. 17, No. 10.

Oregon School Study Council, Eugene.

Pub Date Jun 74

Note—36p.

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Administrator Guides, *Alternative Schools, *Annotated Bibliographies, Educational Change, Educational Trends, Elementary Schools, *Information Sources, *Program Descriptions, Secondary Schools
Identifiers—California, Pasadena

The rapid increase in the number of alternative schools in the past two years suggests that today's educator should closely examine the topic—whether with a view toward promoting such options or simply in the interest of keeping abreast of major developments that affect American education. This bulletin gives an introductory overview of the alternative school movement and an informal report on the Pasadena Public Schools, a system that successfully utilizes several different kinds of alternatives. Also included in the publication are an annotated bibliography and other sources of information on educational alternatives. These sources include organizations, resource people, ERIC documents (annotated), books, and periodicals. (Author/DN)

ED 091 834 EA 006 190

Greenfield, T. Barr And Others

Structure, Decision-Making, and Communication in the Waterloo County School System. An Evaluation Report.

Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Administration.

Pub Date May 74

Note—99p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Administrative Organization, Administrative Personnel, *Administrator Attitudes, Boards of Education, Communication Problems, *Decision Making, *Interschool Communication, *Program Evaluation, School Districts, *School Systems, Teacher Attitudes
Identifiers—Canada, *Ontario

The investigation for this study relied heavily on interviews. The authors talked to trustees, the director, assistant director, business administrator, the divisional superintendents and their assistants, area superintendents, business officials, consultants, principals, and teachers. In addition to the interviews, the authors observed administrator meetings. The findings indicate a sense of satisfaction with the present structure and the decision making process in the school system. However, the findings also point to a substantial body of opinion that holds that the time has come for some significant changes. The report describes how a number of decisions are made in the school system, discusses a number of problems, using peoples' expressed concerns about the operation of the system, and analyze key issues that underlie many of the basic problems in the operation of the system. A final section outlines the current structure of the Waterloo school system and presents two alternative structures recommended by the authors. (JF)

ED 091 835 EA 006 191

Ross, Doris M.

1973 State Education Legislation and Activity: School Finance. A Survey of the States. Research Brief Vol. 2, No. 6.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date Jun 74

Note—99p.; Related documents are ED 082 380 and EA 006 181

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$3.50)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Bond Issues, *Educational Finance, *National Surveys, Property Taxes, *School Taxes, *State Aid, *State Legislation

This research brief is the fourth of a series of four that list and index items by subject and State. Over 4,000 legislative items are listed. No legislation that was vetoed or that failed, nor any carryover legislation, is listed in this current series. (Author/JF)

ED 091 836 EA 006 192

Michel, George J.

A Comparison Study of the Elected School Board in New York State.

Pub Date 73

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Boards of Education, *Community Influence, Comparative Analysis, *Decision Making, *Educational Research, *Elections
Identifiers—New York State

Recent studies have questioned the decision making influence of both elected and appointed school boards. More research into the decision making functions of boards was needed, and one opportunity to do further research was presented in an upstate school district in New York. A moderately sized city with a K-12 school population of 3,200 changed from an appointed school board to an elected school board. To establish if the former appointed school board had made decisions in a manner different from that of the current elected school board, content analysis of school board minutes was used. Five broad areas of school functioning were used to classify the demands recorded in the school board minutes. A 6-month period in 1968-1969 under the appointed board was compared to the identical six

month period in 1970-1971 under the elected board. With several exceptions, the school district under the appointed board seemed to be the mirror image of the district under the elected board. (Author/JF)

ED 091 837 EA 006 193

Ross, Doris M.

1973 State Education Legislation and Activity: Schools, Students and Services. A Survey of the States. Research Brief Vol. 2., No. 5.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date Jun 74

Note—82p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$3.50)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Educational Facilities, Educational Legislation, National Surveys, *School Services, *State Legislation, *Student Personnel Services, *Students

This brief is the third in a series of four that list and index items by subject and State. It covers items related directly to educational facilities, extra-education services provided to students, and students themselves. No legislation that was vetoed or that failed, nor any carryover legislation, is listed in this current series. (Author/JF)

ED 091 838 EA 006 194

Accountability. A Bibliography.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 74

Note—23p.; Compiled by the ERIC Clearinghouse on Educational Management and the Educational Research Service, Inc.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Educational Accountability, *Educational Finance, *Educational Testing, Elementary Schools, *Personnel Evaluation, Secondary Schools, *State Legislation, Testing

More than half the States have passed accountability legislation. In many instances, this legislation has had a direct effect on the principal's role in his building and in his school district. This bibliography has been compiled to assist principals and other leaders in secondary education finding resources to clarify accountability concepts. The compilation presents materials in the four accountability areas labeled financial, pupil testing, personnel evaluation, and general. (Author/JF)

ED 091 839 EA 006 196

Ottina, John R.

The Federal Commitment to Education.

Pub Date Apr 74

Note—8p.; Paper presented at DHEW Communications Seminar (New York, New York, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Bilingual Education, *Compensatory Education, *Equal Education, *Federal Aid, *Federal Programs, Grants, *Student Loan Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The most important principle in Federal education policy is equal access to a good education for every young person, irrespective of race, faith, family circumstance, cultural background, age, or sex, and irrespective of any physical or mental handicap. The Office of Education is doing many things to help the States and local school districts provide equal access. This paper discusses such programs as Basic Educational Opportunity Grants, Guaranteed Student Loans, Work Study programs, the Emergency School Aid Act, Title I of the Elementary and Secondary Education Act, Right to Read, and bilingual projects. (Author/JF)

ED 091 840 EA 006 197

Bettinghaus, Erwin P.

Preliminary Field Study: Dissemination of Educational Accountability. Final Report.

Michigan State Dept. of Education, Lansing. Spous Agency—Colorado State Dept. of Education, Denver. Cooperative Accountability Project.

Pub Date 73

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), *Educational Accountability, Educational Assessment, *Educational Experiments, Educational Research, *Information Dissemination, Models, *Program Evaluation

In 1973 the Michigan Department of Education and the Cooperative Accountability Project attempted to develop a greater understanding of the problems which might be associated with dissemination of information about educational accountability programs. From this project three papers resulted that outlined a potential dissemination model designed to be useful to local educators in communicating elements of any educational accountability model. The model was tested in 1974. This limited test was aimed at investigating the reactions of participants at the local level to attempt to train them to disseminate elements of the model. This report contains: (1) a brief statement of the project's accomplishments, (2) an evaluation of the project prepared by the project evaluator, (3) a budget analysis, (4) recommendations for future efforts in this area, and (5) an appendix containing the materials produced for the project. (Author/JF)

ED 091 841 EA 006 198

Annual Report of the U. S. Commissioner of Education, March 31, 1974.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-00003

Pub Date Mar 74

Note—77p.; A related document is ED 085 585. Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Advisory Committees, *Annual Reports, Compensatory Education, Elementary Education, *Equal Education, *Federal Aid, *Federal Legislation, *Federal Programs, Grants, Higher Education, Secondary Education, Student Loan Programs

Identifiers—*Office of Education

This report sets forth the Office of Education's activities for 1973. The report first discusses the condition of education under the headings of finance, educational quality, and equal access to education. In this section are discussed the impacts of major Supreme Court cases. In addition, Office of Education administration activities are discussed. The report next discusses the role of advisory committees and councils and describes the administration of Public Laws 81-815 and 81-874 dealing with Federal assistance to districts financially burdened as a result of new or expanded Federal activities in their areas. An appendix lists advisory committees by function and provides 1973 membership rosters and a list of meeting dates. (JF)

ED 091 842 EA 006 199

Education Programs and Activities Receiving or Benefiting from Federal Financial Assistance:

Nondiscrimination on the Basis of Sex. Part 2.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.

Pub Date Jun 74

Note—15p.

Journal Cit.—Federal Register; v39 n120 p22228-40 Jun 20 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Admission (School), Admission Criteria, After School Activities, Athletic Activities, College Housing, Elementary Education, Employment Opportunities, Federal Government, *Federal Legislation, Higher Education, Married Students, Recruitment, Secondary Education, *Sex Discrimination, Student Loan Programs, Teacher Employment, Teacher Salaries

Identifiers—*Title IX

Title IX, of the Education Amendments of 1972, provides that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance," with certain exceptions. This report contains proposed rules to implement Title IX. The report includes definitions and provisions concerning remedial affirmative actions, required

assurances, dissemination of information policies, and other general matters related to sex discrimination. It describes the educational institutions and other entities, whether public or private, which are covered in whole or in part by the proposed regulations and sets forth the general and particular prohibitions with respect to nondiscrimination based on sex in admissions policies and admission preferences. Also set forth are rules with respect to prohibited discrimination in educational programs and activities and employment in educational programs and activities. Finally, the report provides the procedures which would govern the implementation of the proposed regulations—effecting compliance, conducting hearings, rendering decisions, and issuing notices. (Author/JF)

ED 091 843 EA 006 200

Departments of Labor and Health, Education, and Welfare Appropriations for 1975. Hearings Before a Subcommittee of the Committee on Appropriations, House of Representatives, Ninety-third Congress, Second Session. Part 2, Department of Health, Education, and Welfare: Overview of Fiscal Year Budget, Testimony of the Secretary, Special Reports.

Congress of the U.S., Washington, D.C. House Committee on Appropriations.

Pub Date 74

Note—579p.; Related documents are ED 082 301, EA 006 201 and 202

EDRS Price MF-\$1.05 HC-\$28.20 PLUS POSTAGE

Descriptors—Bilingual Education, *Budgets, Delinquent Rehabilitation, *Federal Government, *Federal Legislation, *Federal Programs, *Student Loan Programs, Tuition Grants

In this budget overview, the Secretary of the Department of Health, Education and Welfare, Caspar W. Weinberger and his assistants present testimony and exhibits on the Department's programs. A large portion of the volume pertains to Public Health Service and Social Security Administration matters. Education issues discussed include bilingual education programs, student loan programs, Basic Educational Opportunity Grants, and impact area aid. Juvenile delinquent programs are also discussed. (JF)

ED 091 844 EA 006 201

Departments of Labor and Health, Education, and Welfare Appropriations for 1975. Hearing Before a Subcommittee of the Committee on Appropriations, House of Representatives, Ninety-third Congress, Second Session. Part 3, Department of Health, Education, and Welfare.

Congress of the U.S., Washington, D.C. House Committee on Appropriations.

Pub Date 74

Note—706p.; Related documents are ED 082 301, EA 006 200 and 202

EDRS Price MF-\$1.20 HC-\$34.20 PLUS POSTAGE

Descriptors—*Alcohol Education, Budgets, Drug Abuse, Drug Education, Drug Therapy, *Federal Government, *Federal Legislation, Federal Programs, *Health Education, *Health Programs, Mental Health

This volume is primarily devoted to activities administered by the Assistant Secretary for Health. These programs include the Health Services Administration; the Center for Disease Control; the Alcohol, Drug Abuse, and Mental Health Administration; and the Health Resources Administration. Programs affecting education that are discussed include health education programs and alcohol education programs. (JF)

ED 091 845 EA 006 202

Departments of Labor and Health, Education, and Welfare Appropriations for 1975. Hearings Before a Subcommittee of the Committee on Appropriations, House of Representatives, Ninety-third Congress, Second Session. Part 5, Office of Education.

Congress of the U.S., Washington, D.C. House Committee on Appropriations.

Pub Date 74

Note—976p.; Related documents are ED 082 301, EA 006 200, and 201

EDRS Price MF-\$1.65 HC-\$47.40 PLUS POSTAGE

Descriptors—Adult Education, Bilingual Education, Budgets, Compensatory Education, *Educational Development, *Educational Research, Elementary Education, Equal Education,

Federal Aid, Federal Government, *Federal Legislation, *Federal Programs, Handicapped Children, Higher Education, *Information Dissemination, Remedial Reading Programs, Secondary Education, Student Loan Programs
Identifiers—Office of Education

In this volume, the Commissioner of Education, Dr. John Ottina, and the Director of the National Institute of Education (NIE), Dr. Thomas K. Glennan, Jr., present their budget proposals for fiscal year 1975 and discuss the numerous programs under their direction. The material in this volume consists of formal, prepared material concerning the programs and dialogue between members of the committee and staff members of OE and NIE. (JF)

ED 091 846

EA 006 203

Oldham, Neild

Evaluating Teachers for Professional Growth.
Current Trends in School Policies & Programs. An Education U.S.A. Special Report.

National School Public Relations Association, Arlington, Va.

Pub Date 74

Note—64p.

Available from—National School Public Relations Association, 1801 N. Moore Street, Arlington, Virginia 22209 (Stock No. 411-13315, \$6.75; Payment must accompany order)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Contracts, Educational Accountability, *Evaluation Criteria, *Evaluation Methods, Evaluation Needs, *National Surveys, School Districts, State Legislation, Teacher Administrator Relationship, Teacher Associations, *Teacher Evaluation, Teachers

This survey of school district evaluation practices reveals the new trend toward involvement of teachers in the establishment of evaluation programs. The report explores such issues as the goals of an evaluation system, who does the evaluating, how evaluators are trained, how evaluation results are used, the kinds of evaluation data that are relevant, how many times an employee is evaluated, and the appeals procedures available to an employee should he disagree with the evaluator. (JF)

ED 091 847

EA 006 204

Pedrini, Bonnie C. Pedrini, D. T.

Simulated Case Study: Student Locker, Search and Seizure.

Pub Date Jun 74

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Case Studies, *Discipline, *Legal Problems, *Search and Seizure, Simulation, *Student Rights, Student School Relationship

The Fourth Amendment to the United States Constitution guarantees the right of people to be secure against unreasonable searches and seizures. The privacy of individuals, including students, is therefore protected, but only after considering the interests of society. This simulated case study explores what happens when there is an alleged conflict between student rights and society rights or between student rights and school rights. The report provides the circumstances of the case, a case analysis, summary, conclusions, and recommendations. The Nebraska statute concerning student discipline is appended. (Author/JF)

ED 091 848

EA 006 205

Grubb, W. Norton Costello, Jack, Jr.

New Programs of State School Aid.

National Legislative Conference, Washington, D.C.

Pub Date Apr 74

Note—297p.

Available from—National Legislative Conference, 1150 17th Street, N.W., Suite 602, Washington, D.C. 20036 (\$3.50)

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—Court Cases, *Equal Education, *Equalization Aid, Foundation Programs, Property Taxes, School Districts, *School Taxes, *State Aid, *State Legislation, Statistical Data, Tax Rates

Identifiers—*Finance Reform

Recent court decisions requiring changes in State educational finance systems have not invalidated the use of local property taxes as a

revenue source for education, nor have they dictated that the same amount of dollars must be spent on every pupil. In short, these decisions have left with the State legislatures the responsibility to fashion new systems of school finance that will reuse and distribute public funds more equitably and rationally. This report describes and analyzes equalization formulas and school aid programs recently enacted in 11 States. The author, in his examination of the intricacies of these reforms, draws important comparisons among State aid formulas and speculates about the future directions of school finance programs. He also discusses how the various States provided for transitions from the old to the new formulas. The report illustrates the broad range of alternative approaches available to the States as they attempt to incorporate greater rationality and equity into their school finance systems. A selected bibliography is included. (Author/JF)

ED 091 849

EA 006 206

Robbins, Jerry H.

Health Rights of Children in Mississippi.

Spons Agency—Governor's Office of Education and Training, Jackson, Miss.

Pub Date Jun 74

Note—34p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Children, *Court Cases, Handicapped Students, Health Education, *Health Needs, Nutrition, *Public Health Laws, *School Health Services, *State Legislation

Identifiers—*Mississippi

The preservation of the public health is one of the duties devolving on the State as a sovereign power. However, the delivery system for health care service is not always efficient and effective, especially in the case of children. This paper, in attempting to define children's rights to health care, examines the statutory and case law in Mississippi and selected other States on children's health rights, and makes recommendations for improving Mississippi laws. (Author/JF)

ED 091 850

EA 006 207

Spigel, J.

Open Area Study, Final Report.

Peel Board of Education, Mississauga (Ontario).

Pub Date Jun 74

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Academic Achievement, *Comparative Analysis, Educational Research, *Environmental Influences, Evaluation, Grade 4, Grade 7, *Open Plan Schools, Parent Attitudes, Questionnaires, Student Attitudes, Teacher Attitudes, Test Results, *Traditional Schools

Ten hypotheses were tested to evaluate the effects on pupils and teachers of open space construction. Over 2,000 students in open and traditional schools were selected for experimental and "control" groups. Grades 4 and 7 pupils were selected specifically since major data indicative of academic achievement were drawn from the County Testing Program that was administered to all grades 4 and 7 students. In addition to these tests, questionnaires were sent to teachers and principals of schools involved in the study and to about 500 parents. Study findings indicate in part that there are no significant differences in achievement between students in open plan and traditional design schools, and that students from traditional design schools express significantly more positive attitudes about the nonphysical and physical aspects of their learning environment than do students in open plan schools. (Appendixes may reproduce poorly.) (MLF)

ED 091 851

EA 006 210

Ottina, John R.

Toward a Common Goal.

Pub Date Mar 74

Note—8p.; Paper presented at the Annual National School Finance Conference (17th, Orlando, Florida, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Finance, Educational Quality, Elementary Education, Equal Education, Equalization Aid, *Federal Aid, *Federal Government, *Federal Programs, *Federal State Relationship, Property Taxes, School Support, School Taxes, Secondary Education

Identifiers—Federal Role, *School Finance Reform

In this paper, the author examines the Federal role in the financing of schools given the facts of rising costs, pressure for greater equalization, court rulings that clearly place basic responsibility for financing of public education in the hands of the State, and given severe limitations on Federal funds. Matters considered include Federal short-term equalization aid; Federal impact aid funds and the adjustment of State aid payments to local districts; receipt of Federal funds by school districts because the parents of some pupils work for the Federal Government; reform of the ESEA, Title I, fund allocation formula to target the disadvantaged more precisely and to concentrate more directly on schools with the greatest proportion of students in need; the consolidation of many narrow-purpose categorical authorities into broader flexibility in meeting their educational needs; and forward funding. (Author/DN)

ED 091 852

EA 006 211

Ottina, John R.

Education: Who Should Pay the Bills?

Pub Date May 74

Note—8p.; Paper presented at Business Advisory Council Annual Awards Dinner (Fresno, California, May 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Finance, Educational Legislation, Elementary Education, Equalization Aid, *Federal Aid, *Federal Government, *Federal Programs, *Federal State Relationship, Property Taxes, School Support, School Taxes, Secondary Education

Identifiers—Federal Role, *School Finance Reform

The Federal Government has a responsibility to help States and localities meet specific education needs that involve the national interest. It has a companion responsibility to provide such assistance with as much equity, simplicity, and stability as possible. For greater equity in the distribution of Federal funds, Congress should reform the ESEA, Title I, fund allocation formula to target the disadvantaged more precisely and to concentrate more directly on schools with the greatest proportion of students in need. For greater simplicity in the provision of Federal aid, several narrow-purpose categorical education programs should be consolidated into a form that will give State and local education agencies greater flexibility in meeting their own needs. Advanced funding of major elementary and secondary programs would provide greater stability and certainty of Federal programs. (Author/DN)

ED 091 853

EA 006 212

Oldham, Neild B.

Citizens Advisory Committees. Public Participation Increases; Guides Change in American Education. Current Trends in School Policies & Programs.

National School Public Relations Association, Arlington, Va.

Pub Date 73

Note—56p.

Available from—National School Public Relations Association, 1801 N. Moore Street, Arlington, Virginia 22209 (Stock No. 411-13307, \$6.75; Payment must accompany orders)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Administrator Guides, *Advisory Committees, *Citizen Participation, *Citizens Councils, Community Role, Decision Making, *Educational Planning, *Educational Policy, Educational Trends, Elementary Education, Parent School Relationship, Secondary Education

This report is designed to provide know-how, coping skills, and understanding to school personnel interested in learning about and/or setting up citizen advisory councils in their districts. The report describes the anatomy of a typical advisory committee, suggests how to get one started, what committees do and should not do, and how committees supplement the school board and the administration. Throughout the report, the author describes activities of numerous operational citizen advisory groups. The appendix contains samples of documents for use in setting up an advisory committee. These include sample bylaws, administrative policy, board policy, letter to

parents, membership application, and a sample evaluation form. (Author/DN)

ED 091 854 24 EA 006 213
Progress Report, June 1974: Reaching Out...
Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jun 74

Contract—NE-C-00-3-0089; NE-C-00-4-0011
Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Annual Reports, Career Education, Curriculum Development, *Educational Development, Educational Innovation, *Educational Research, Humanization, Management Development, Management Education, Program Budgeting, *Program Descriptions

This report reviews programs of individualized instruction in the basic skills of mathematics, language arts, science, and social education as well as in new curriculums which foster the skills needed for social education as well and emotional growth. The development and operation of an experience-based model for career education is described, and a new project dealing with planning schools for the future is discussed. The document also reviews programs which focus on the training of school administrators in planning, management, and evaluation procedures for systematic educational change. The publication includes a utilization survey of instructional products created by Research for Better Schools and a budget breakdown. (Author/DN)

ED 091 855 EA 006 214
Barr, Richard H.

Expenditures for Public Elementary and Secondary Education, 1971-72.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-11407

Pub Date 74

Note—22p.; A related document is ED 074 614 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Attendance Services, Average Daily Attendance, Costs, *Educational Finance, Elementary Education, Expenditure Per Student, Expenditures, Federal Aid, Federal Programs, Health Services, *Income, Operating Expenses, *Public Schools, *School District Spending, Secondary Education, *Statistical Data, Student Transportation, Tables (Data)

The information in this report is directed to both the general information needs of educational researchers and the more specialized needs of personnel administering programs under P.L. 81-874—School Assistance in Federally Affected Areas—and P.L. 89-10—the Elementary and Secondary Education Act of 1965. For this reason, this publication contains two types of current operating expenditure data for public elementary and secondary education at the local level: (1) total current expenditures and (2) current expenditures as defined by P.L. 81-874 and P.L. 89-10. Data are presented in tables by State. The appendix contains a sample of the State fiscal report form for fiscal year 1972. (Author/DN)

ED 091 856 EA 006 215
Baldrige, J. Victor

The Impact of Individuals, Organizational Structure, and Environment on Organizational Innovation. Research and Development Memorandum No. 124.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—RD-Memo-124

Pub Date May 74

Contract—NE-C-00-3-0062; OEC-6-10-078

Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Change, *Educational Innovation, *Educational Research, *Environmental Influences, Organization, *Organizational Change, Organizational Development, Organizational Effectiveness, Organizational Theories, *School Organization

This paper argues that research on innovation and organizational change should shift its focus from the impact of individuals to that of organizational structure and environmental factors. The results of two research projects carried out in 1968-69 and 1969-70 on organizational change in school districts are presented to support the premise that complex organizations with heterogeneous environments are more likely to initiate and sustain innovative behavior than are simple organizations with relatively homogeneous environments. Some organizational policy implications suggested in light of the findings are that deliberate attempts should be made to build differentiation and complexity into an organization's structure, interorganizational committees on innovation should be set up, and channels of communication should be opened to an organization's environment. (Author)

ED 091 857 EA 006 216
King, Ronald Charles

The Fate of an Innovation: Open Education in Victorian High Schools.

Pub Date Dec 73

Note—376p.; Ph.D. Dissertation, Monash University (Australia)

EDRS Price MF-\$0.75 HC-\$18.60 PLUS POSTAGE

Descriptors—Case Studies, *Comparative Analysis, *Conventional Instruction, Educational Change, Educational Innovation, *Educational Research, High Schools, *Open Education, *School Organization, Statistical Studies, Student Attitudes, Student Behavior, Traditional Schools

Identifiers—*Australia

This study compares open education groups and traditional education groups with respect to student attitudes toward high school; creative thinking of students; collaborative behavior among students; and student preferences for intellectual activities, activities involving change or sameness, and activities involving autonomy or dependence. Groups of first-year students from 20 different high schools in Victoria, Australia, were selected for comparison during one school year across three categories: open and traditional, metropolitan and rural location of groups, and school size. Differences over time were assessed by using an analysis of covariance technique, and differences between the two groups were assessed by t-tests. Research findings indicate in part that open groups were, toward the end of the school year, significantly more positive in their attitudes toward high school than were the traditional groups, and that open groups were also significantly more collaborative. Although the groups showed no significant difference with respect to preferred activities, the open groups did fall well below the performance levels of the traditional groups in creative thinking early in the school year. (Author/DN)

ED 091 858 EA 006 217
Schneider, Jeffrey M. Brookover, Wilbur B.

Academic Environments and Elementary School Achievement.

Pub Date Apr 74

Note—31p.; Paper presented at Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Academic Achievement, *Educational Research, Elementary Schools, *Equal Education, Failure Factors, Questionnaires, *School Environment, Social Factors, *Socioeconomic Influences, Success Factors, Tables (Data)

In recent years much attention has been given to the identification of social and psychological factors that may account for differences in the achievement of students in American schools. A wide range of studies has demonstrated that the family's socioeconomic status and racial background, as well as the socioeconomic and racial composition of the school's student body, are correlated with both student achievement and mean school achievement. The high correlation between family background and school composi-

tion in both individual and mean school achievement, however, does not demonstrate that these variables are the cause of differences in achievement. The small number of exceptions at least suggests that a significantly higher achievement is possible in low SES schools, and that significantly lower achievement sometimes occurs in high SES schools. Similar exceptions to the major regression line demonstrate that reasonably high achievement is possible in low SES black schools. The present research is an attempt to identify some factors that may explain the differences in the level of achievement among schools with similar socioeconomic status and racial composition. (Author)

ED 091 859 EA 006 218
Baltus, Dale F.

Accountable Evaluation for Improvement.

Pub Date Apr 74

Note—8p.; Paper presented at the Annual Convention of the National Association of Elementary School Principals (53rd, Anaheim, California, April 27-May 2, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Educational Accountability, Evaluation Criteria, Evaluation Methods, *Evaluation Techniques, *Teacher Administrator Relationship, *Teacher Evaluation, *Teacher Improvement, Video Equipment

Identifiers—*Consensus

The accountable evaluation for improvement procedure permits the evaluation and improvement of teaching by professional constructive alternatives. The teacher and his class are taped via portable television cameras. The tape is reviewed by the teacher, a subject or grade matter colleague of his choice, and the principal at a time convenient to all. Those present reach consensus on constructive alternatives for teaching improvement. A second taping is made and used to ascertain if the agreed upon teaching improvement alternatives have been made. Should the teacher agree with the use of these procedures, his future permanent record contains a list of teaching alternative improvements he has agreed to and signed, along with a list of those improvements he has actually made. (Author/WM)

ED 091 860 EA 006 219
Baltus, Dale F.

Proxemics.

Pub Date Jan 74

Note—8p.; Paper presented at The National Convention of the National Association of Elementary School Principals (53rd, Anaheim, California, April 27-May 2, 1974). A related document is ED 044 675

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavior, *Behavior Patterns, Human Relations, *Interpersonal Relationship, Kinesthetic Perception, Perception, *Simulation, Social Behavior, Sociodrama, Sociometric Techniques, Space, *Space Orientation

Identifiers—*Proxemics

Proxemics is a simulation designed to show how man exhibits different behaviors in given distances. Additionally, the simulation, in most instances, shows how people are feeling toward one another at the time a particular distance is used. The four main distances that man observes are intimate, personal, social, and public. Each of these distances has a close and a far phase, and, in general, varies from culture to culture. (Author)

ED 091 861 EA 006 220
Barnes, Roland E.

Understanding the Nature of Conflict: A Neglected Dimension in Educational Administration.

Pittsburgh Univ., Pa. Center for the Study of Desegregation and Conflict.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 74

Contract—OEC-3-73-0170

Note—17p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrator Education, *Aggression, *Conflict, *Conflict Resolution, *Decision Making, *Educational Administration, Social Problems

Since conflict may concern goals, roles, or individuals, it is endemic to the decision making

process and is particularly evident at the stage of formulating and weighing alternatives. The entire social system of the school may be drawn into or affected by the conflict. If these patterns are free to run their course, the school could quickly enter a state of complete disruption. Fortunately, there are interventions that can affect the course of the conflict and prevent its development into a totally disruptive event. A short annotated bibliography is provided. (Author/WM)

ED 091 862 EA 006 226

Holloway, William H.

Improved School Management and Planning: The Promise of Computer Simulation. Project Kansas 76: Concept Paper.

Kansas State Dept. of Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 73

Note—16p.; An Occasional Paper developed by the Project Kansas 76 staff, funded under Education Professions Development Act/U.S. Office of Education (EPDA/USOE). Related documents are EA 005 987-990 and EA 006 087

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrator Education, *Computers, *Educational Administration, *Educational Planning, Educational Technology, Instructional Media, Management Games, Management Information Systems, Management Systems, Problem Solving, Simulated Environment, *Simulation, Teaching Methods

The need for planning in educational systems may be interpreted as the need to identify, prepare, and devise new or revised procedures through which explicit systemic goals may be realized. Usually such efforts have a specific time orientation. Planning is further related to policy in the sense that policy is a legitimized procedure or course of action. The logic suggests that planning should precede procedure specification and formal policy action. Computer simulation is a relatively new approach to the study and further understanding of complex entities and situations. The computer program is the embodiment of the real world event or entity of interest. Its primary advantage is the computer's capability of storing, manipulating, recombining, and reporting the past, current, and future states of numerous variables which together comprise the total behavior of a complex event or system. In this sense, the computer exceeds the intellectual capacity of the average person who would experience difficulty comprehending the totality of input variables, interaction effects, and current states of the system. (Author/WM)

ED 091 863 EA 006 227

Crawford, George J. And Others

Planning Educational Programs: The Advocate Approach.

Pub Date Apr 73

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Planning, *Educational Programs, *Instructional Programs, *Program Design, *Program Planning, Teacher Developed Materials

Identifiers—*Advocate Teams

This publication describes a workable strategy for instructional program design used in Kansas City, Kansas, in 1972-73. The strategy is known as the "Advocate Team" approach. The advocate team is a small, carefully selected group of people who assume responsibility for developing and recommending a plan which is preferred over a number of seriously considered alternatives. In some applications of the techniques, more than one advocate team is assigned to solve the same planning problem. The teams used in Kansas City were expected to generate and assess seemingly viable program alternatives and to determine their comparative value when viewed in terms of available opportunities and recognized constraints. Further, advocate teams were expected to provide the strongest possible rationale for their final recommended courses of action and to deliver a usable product by an established deadline. (Author/DN)

ED 091 864 EA 006 228

Extended School Year Study: Brick Township Public Schools.

Brick Township Board of Education, N.J.

Pub Date Jun 74

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Cost Effectiveness, Educational Assessment, Educational Finance, *Extended School Year, *Feasibility Studies, Needs, School Calendars, School Schedules, *Space Utilization, *Year Round Schools

Identifiers—Brick Town, Needs Assessment, *New Jersey

This publication reports the findings of a feasibility study of the extended school year, attempting to measure the degree of educational soundness and community acceptance of such a program. The study was undertaken in an attempt to find a solution to overcrowding in the Brick Township Public Schools. The document first describes the purpose and format of the study. The results of the efforts of each of the subcommittees are then presented. Topics examined by these subcommittees include research; concept and implementation; survey and publicity; and pupils, facilities, staff, and finance. The last chapter of the document reports the conclusion developed by the steering committee which indicates that an extended school year program is feasible. (Author/DN)

ED 091 865 EA 006 230

Havelock, Ronald G. And Others

Educational Innovation in the United States. Volume 1: The National Survey: The Substance and the Process.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Grant—OEG-0-70-4296(508)

Note—284p.; A related document is EA 006 231

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Educational Change, *Educational Innovation, Educational Research, Elementary Schools, Information Dissemination, *Information Networks, Information Utilization, *National Surveys, Secondary Schools

This document reports on a project undertaken to determine the feasibility of a periodic national survey of a sample of U.S. school districts to obtain information on the performance of the existing dissemination and utilization network for educational innovations. The first section of volume 1 describes the content and consequences of innovation, and the second section examines the innovation process. Of the 353 responses received, 346 (98 percent) reported at least one major innovation during the 1970-71 school year. The survey results indicate that the amount of innovative effort per pupil is dramatically and inversely related to size of district. Individualized instruction and team teaching were the innovation types cited most frequently as the most significant in 1970-71. There is a strong tendency for showcase innovations to be directed to the elementary level, with considerably less emphasis on senior high schools and very little attention paid to middle or junior high school years. Teachers are by far the highest participants in innovations, and internal resources generally received more usage than did external resources. The appendices contain the survey questionnaire, letters to respondents, and background information on the characteristics of the sample. (Author/DN)

ED 091 866 EA 006 231

Havelock, Ronald G. And Others

Educational Innovation in the United States. Volume 2: Five Case Studies of Educational Innovation at the School District Level.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 74

Grant—OEG-0-70-4296(508)

Note—410p.; A related document is EA 006 230

EDRS Price MF-\$0.75 HC-\$19.80 PLUS POSTAGE

Descriptors—*Case Studies, Comparative Analysis, *Educational Change, *Educational Innovation, Educational Research, Elementary Schools, Flexible Scheduling, Gifted, Individualized Instruction, *Information Dissemination, Information Networks, *Information Utilization, Middle Schools, National Surveys, Program Improvement, Research

Methodology, School Districts, Secondary Schools

This document reports on a project undertaken to determine the feasibility of a periodic national survey of a sample of U.S. school districts to obtain information on the performance of the existing dissemination and utilization network for educational innovations. All the cases in this volume were originally identified from a national survey of innovation reported in a representative sample of 353 U.S. school districts and illustrative of innovations attempted in the late 1960's or early 1970's. They are intentionally diverse in content, district size, and geographic locale. The studies presented include the individualized instruction program, the program improvement proposals (PIP), the talented student program, implementation of the middle school concept, and flexible modular scheduling. A selected list of references is included. (Author/DN)

ED 091 867 EA 006 239

Pottinger, J. Stanley

Achievements in Civil Rights Enforcement, 1964-74, and a Tentative Assessment of What the Future Holds. A Tenth Anniversary Statement.

Department of Justice, Washington, D.C. Civil Rights Div.

Report No.—DOJ-1974-07

Pub Date Jul 74

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Civil Rights, *Federal Government, *Federal Legislation, *Integration Litigation, Integration Methods, *Law Enforcement, Racial Integration

There have been major changes in the Justice Department's law enforcement program in the 10 years since passage of the Civil Rights Act of 1964. First, no longer is civil rights enforcement limited to the South. Today, the department's program is national in scope and focus. Some of the greatest gains in the desegregation of schools and in the election of minority officials have taken place in the South, and some of the most difficult remaining problems are concentrated in Northern cities. This paper presents the provisions of the Civil Right Act and describes the department's enforcement activities in the areas of education, employment, public accommodations, voting, and housing. (Author/JF)

ED 091 868 80 EA 006 240

Brademas, John

Accountability: A Rationale.

Colorado State Dept. of Education, Denver.

Cooperative Accountability Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 74

Note—7p.

Journal Cit.—CAP Commentary; v1 n1 p1-7 Mar 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Accountability, Elementary Schools, Guides, *Parent School Relationship, Secondary Schools, *Speeches, *Student Teacher Relationship, *Teacher Administrator Relationship

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

The idea of accountability has by now been interpreted in ways which are different enough from one another to have permitted a certain ambiguity to creep into the notion in its present use within the educational community. The principal purpose of this report is, therefore, to try to set forth some clearer statement of what the idea of accountability means. Accountability must be construed as a two-way relationship between and among all participants at all levels of the educational process. This approach makes unnecessary the tendency to use accountability as a way of pointing a punishing finger at someone, particularly at teachers. This way of understanding accountability could mean a new sense of democratic relationships throughout the entire chain of administration-faculty-pupil-parents. It is essential that educators develop scientifically acceptable standards for judging educational performance. (Author/JF)

ED 091 869 80 EA 006 241

Clemmer, Robert And Others

Indicators and Statewide Assessment.

Colorado State Dept. of Education, Denver.
Cooperative Accountability Project; Oregon
State Dept. of Education, Salem. Div. of
Planning, Development, and Evaluation.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date Mar 74
Note—43p.

Available from—State Educational Accountability
Repository (SEAR), Wisconsin Department of
Public Instruction, 126 Langdon Street, Madis-
on, Wisconsin 53702

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Affective Objectives, *Cognitive Objectives, Cultural Factors, *Educational Assessment, Educational Objectives, Low Achievement Factors, *Performance Factors, *Social Factors, State Standards
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Indicators, Oregon

This report is designed to share the experiences of Oregon's Department of Education, thus far, with both the conceptual and actual use of indicators in assessing progress toward State level goals and objectives. The first chapter outlines the history of the study and briefly discusses the concept of indicators as used in the report. The report then presents Oregon's definitions of indicators and suggests criteria to be used in selecting indicators. The next discussion covers two ways in which Oregon will use indicators in statewide assessment. It also suggests modifications that other States might wish to make, and some difficulties that may be encountered. A subsequent chapter outlines the procedures used by Oregon to identify and inventory sources of indicators, and a final chapter reports on the uses being made of indicators by other State departments of education and also mentions some of the noneducational settings in which the concept has been used. Appendixes include a list of indicators actually identified for future use in Oregon, sample forms, a list of agencies contacted as potential sources of statistical data from which indicators could be developed, and selected references. (Author)

ED 091 870 EA 006 242
McPartland, James M. McDill, Edward L.
High School Rules and Decision-Making Procedures as Sources of School Stability. A Report.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-169

Pub Date Feb 74

Contract—NE-C-00-3-0115

Note—23p.; Work Unit No. 1

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Activism, Authoritarianism, *Behavior Problems, Decision Making, Educational Research, High Schools, *Organizational Theories, *Policy Formation, Power Structure, *School Organization, *School Policy, Student Participation, Students, Truancy, Vandalism
Identifiers—School Rules, *School Stability

The School Organization program of the Center for Social Organization of Schools is currently concerned with authority-control structures, task structures, reward systems, and peer group processes in schools. This report, prepared by the School Organization program, examines one aspect of authority-control structures in high schools—content of school rules and procedures for deciding them—to determine their relationship to school stability. The analyses of survey data from 3,450 students in 14 urban high schools show that a school's stability (rates of truancy, vandalism, and protests) is related to its procedures for deciding rules as well as to the content of the school rules. The results are discussed in terms of Lipset's theory of legitimacy and effectiveness as sources of stability in societies. (Author/JF)

ED 091 871 EA 006 257

Evaluation: Elementary and Secondary Education. A Report to the Governor and Members of the Legislature Prepared Pursuant to Section 3602 of the Education Law.

New York State Education Dept., Albany.

Pub Date Mar 74

Note—213p.; A related document is EA 006 147

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Academic Achievement, Educational Assessment, Educational Programs, Elementary Education, *Evaluation Methods, Measurement Instruments, *Measurement Techniques, Program Evaluation, Secondary Education, State Action, State Surveys, Tests, *Test Selection, *Urban Education
Identifiers—*New York State

This report reviews the progress made by the New York State Education Department and local school districts in developing and implementing a comprehensive student evaluation program for elementary and secondary education. With the assistance of local school district personnel and technical consultants, the department concentrated its efforts on identifying the most pressing information needs and the characteristics of instruments adequately supportive of the decision-making tasks of today and tomorrow. The "interim" program first described in the report makes the best and the most systematic uses of existing methods and information to evaluate current categorical and general educational programs, and gives the best answers currently possible to pressing, performance-related questions being asked by the educational community. A "projected" program, described in the final part of the report, provides an examination of two state-of-the-art problems that must be overcome if the performance-related questions asked by educators, the State government, or the public at large are to be answered. (Page 140 may reproduce poorly.) (Author/JF)

ED 091 872 EA 006 258

Banta, Trudy W.

Critical Issues in Tennessee Education, 1973-74. Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Pub Date Apr 74

Note—87p.

Available from—The Bureau of Educational Research and Service, 212 Claxton Education Building, University of Tennessee, Knoxville, Tennessee 37916 (\$2.50)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Administrator Attitudes, Class Size, Curriculum, Discipline, *Educational Attitudes, Educational Facilities, Educational Finance, Elementary Education, *Public Opinion, Secondary Education, Special Education, *State Surveys, *Student Opinion, *Teacher Attitudes, Teacher Qualifications, Vocational Education
Identifiers—Opinion Polls, *Tennessee

In October 1973, representatives of six groups of Tennesseans reflecting professional and lay opinion about education were asked to identify what they considered to be the most critical current issues in Tennessee education. The most frequently mentioned responses in this initial phase of the survey were used to construct a listing of 10 key issues, which listing was printed on a business reply card along with instructions for ranking the issues in order of importance. In a second phase, the survey instrument thus developed was sent to a larger sample of the same six groups of Tennesseans. A remarkably high degree of association was found to exist among the opinions of the six groups of Tennesseans with regard to the relative importance of the survey issues. The 10 critical issues as identified and ranked by the professional and lay groups were: (1) financing education—including salaries; (2) teacher competence; (3) vocational education programs; (4) discipline; (5) lack of concern by pupils, staff, parents, and public; (6) size of classes—overcrowding and overloaded staff; (7) improvement of general curriculum; (8) inadequate facilities; (9) special education programs; and (10) administrative reform and/or reorganization. (Author)

ED 091 873 EA 006 260

Mauch, James E.

Differentiated Staffing: A Brief Statement.

Pittsburgh Univ., Pa. Office of Research and Field Services.

Pub Date Feb 71

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrator Guides, *Differentiated Staffs, *Paraprofessional School

Personnel, Speeches, Staff Role, *Staff Utilization, *Teacher Evaluation, Teacher Participation, *Teachers

This paper defines differentiated staffing, suggests how it might be implemented, and describes the composition and role of the planning board, the professional staff, and the paraprofessional staff. This proposed staffing system relies heavily on the willingness of teachers to assume responsibility for regulating their own profession, with teachers being primarily responsible for evaluating the staff. (JF)

ED 091 874 EA 006 261

Mauch, James E.

Innovations in School Staffing Patterns. What Should They Accomplish?

Pub Date Feb 70

Note—6p.; Paper presented at Workshop on Differentiated Staffing (Monroeville, Pennsylvania, February 1970)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Differentiated Staffs, Paraprofessional School Personnel, *Staff Utilization, *Teacher Qualifications, *Teachers, *Teaching Experience

There is a great difference among teachers with respect to their skills, what they like to do, what they do best, what they are trained to do, the levels at which they like to work, and their degree of commitment to the profession. They differ further in their interest in dealing with administrative problems, filling leadership roles, developing curriculum, and carrying out instructional research. These differences make worthwhile the investigation of alternate staffing concepts. Such an investigation should examine existing staffing programs in schools to determine the strengths and weaknesses of staffing theories, as well as their implementation in schools. It should examine the costs of such programs in relation to alternative staffing patterns and seek evidence of changes in pupil performance that have been associated with different staffing patterns. (Author/JF)

EC

ED 091 875 88 EC 061 914
Special Education Scope and Sequence. Grades 1 - 12.

Iberville Parish Schools, Plaquemine, La.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [74]

Note—161p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Class Activities, Elementary School Students, *Exceptional Child Education, *Instructional Materials, Language Arts, Leisure Time, Mathematics, Mental Health, *Mentally Handicapped, Physical Activities, *Resource Guides, Safety, Secondary School Students, Social Development, Transportation
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Presented in this resource guide for teachers of mentally retarded children in grades 1 - 12 are objectives, suggested activities, and materials to be used in subject areas of arithmetic, language arts, social living, transportation, physical and mental health, safety, and use of leisure time. The objectives, suggested activities, and materials are usually organized sequentially according to the following levels: preacademic, primary, intermediate, prevocational, and vocational. The following are arithmetic skills specified for levels: facts and processes, money, time, and measurement at preacademic through intermediate levels; reading/writing numbers and measuring/counting skills at the prevocational level; and activities such as computing costs of utilities from utility bills at the vocational level. Skills focused on in language arts are speaking, listening, writing, visual discrimination, vocabulary, comprehension, and reading at preacademic through prevocational levels; and listening, spelling, and oral and written communication at the vocational level. The following are among activities offered in the other five subject areas: setting up a classroom

bank with play deposit slips for learning how to save (preacademic and intermediate levels) in the area of social living and management of materials; developing a skit on bus manners (vocational level) in the area of transportation; playing a circle game (primary level) to learn physical and mental health; playing games with a miniature traffic light (preacademic level) to demonstrate safety; and assisting in a neighborhood service center (vocational level). (MC)

ED 091 876 EC 061 990

Steele, Joe M.

The Relationship of Developmental Level with Science Performance: A Case for an Alternative to IQ Grouping of Mildly Retarded Children?
Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 17 Apr 74

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Adolescents, *Educable Mentally Handicapped, *Exceptional Child Research, *Intelligence Tests, Mentally Handicapped, *Performance Tests, Special Classes, Statistical Analysis, *Student Placement, Test Construction

Whether grouping children into special classes on the basis of IQ scores is educationally defensible was investigated using 492 educable mentally retarded (EMR) students, 12-15 years of age, during two field tests (1971-73). The curriculum used was the Me and My Environment biological sciences program. The following three test instruments were developed and administered: The Cognitive Development/Problem Solving (CD/PS) Test of Developmental Level, teacher ratings of students, and student performance measures for program units 1, 2, and 4. Analysis of data was achieved through a 28 regression analyses involving 17 variables such as the student performance measure, the four CD/PS subtests, six teacher ratings, demographic variables, and test class data. Results showed that it is possible to measure levels of cognitive development with the CD/PS Test without the measure of IQ. Factors of IQ, age, sex, and ethnic background accounted for little or no explained variance over seven replications. Implications included exploration of strategies such as developmental tests for assessing performance abilities of EMR children. (An appendix which comprises more than half the document contains tables of statistical data and test examples.) (MC)

ED 091 877 EC 061 991

Terry, Pamela Rollefson Samuels, S. Jay

A Comparison of Normal and Mentally Retarded Children on a Perceptual Learning Task.
Minnesota Univ., Minneapolis. Center for Research in Human Learning.

Spons Agency—Minnesota Univ., Minneapolis. Graduate School Research Fund.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date 18 Apr 74

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Childhood, Discrimination Learning, *Educable Mentally Handicapped, *Exceptional Child Research, *Intelligence Level, *Learning Processes, Mentally Handicapped, *Thought Processes

Compared were performances of 12 educable mentally retarded (EMR) and 12 normal children in grade 6 on a perceptual learning task to determine whether individuals with different intelligence levels have different learning abilities. A protable minicomputer was used to present "old letters" (usual lower case letters) and "new letters" (letter-like figures consisting of vertical lines and shorter horizontal lines) on a screen alternately in 10 trial blocks during 21 days. The computer automatically calculated a student's response latency and errors for four conditions (successive and simultaneous old and new letters). Results of statistical analysis indicated no significant differences between the groups in their

central processing of information on the four task conditions, and significantly higher latencies for the EMR group. Both groups improved with practice. The differences in attention, orientation to the stimulus response selection, and speed of motor activities were thought to account for the differences between normal and EMR retarded children. (MC)

ED 091 878 EC 061 992

Kratochwill, Thomas R. Severson, Roger A.
Individualized Diagnosis and Program Planning for Process Learning Deficits in Mathematics.

Pub Date Apr 74

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

Available from—Thomas R. Kratochwill, Ph.D., Psycho-Educational Clinic, 1025 W. Johnson Street, Madison, Wisconsin 53706

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavior Change, Conceptual Schemes, *Diagnostic Teaching, Elementary School Students, *Exceptional Child Research, *Learning Disabilities, Learning Processes, *Mathematics, Models, *Operant Conditioning, Reinforcement, Research Reviews (Publications), Teaching Methods

Identifiers—Dyscalculia

Discussed in a paper which was presented at the 1974 Annual Meeting of the American Educational Research Association are diagnostic procedures for instructional planning to be used with learning disabled elementary school children handicapped in the area of mathematics. Traditional diagnostic approaches such as intelligence tests are criticized. Offered is the engineering model of learning disabilities which provides for observation of a child's learning behaviors in an environmentally normal minisituation. Diagnosis of the child's functioning in mathematics is said to involve finding out how much the child knows in a given curriculum sequence, how the child learns new material, and how learning rate changes as a function of the child's environment. Explained is the core diagnostic procedure which examines changes in learning of five addition problems as a result of three types of feedback: acknowledgement of correct and incorrect responses, social praise for correct responses, and tangible reinforcement (tokens) for correct response. Additional modifications are given to include use of soft reprimands for incorrect responses, tokens in a response cost format, and behavior charting by the child. Advised for overcoming perceptual difficulties are modification of stimulus material such as using larger print. Suggestions are given for evaluating preferred learning modalities (visual or auditory), for determining difficulty levels through varying presentations of five addition problems, and for finding the optimum amount of over learning necessary for retention of material. Noted is the predictive relationship of the core procedure with school achievement. (MC)

ED 091 879 EC 061 993

Canler, Dorothy P. Martin, Gloria H.

Working with Families: A Manual for Developmental Centers.

Chapel Hill Training-Outreach Project, N.C.; Council for Exceptional Children, Reston, Va. Head Start Information Project.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date [73]

Note—68p.; Handicapped Children in Head Start Series

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Child Development Centers, Communication (Thought Transfer), Early Childhood, *Exceptional Child Education, *Family Role, *Guidelines, Handicapped Children, Parent Counseling, *Parent Education, *Program Development, Resource Guides

Identifiers—*Project Head Start

This manual, to be used in child development centers, presents guidelines for working with families of handicapped children. Reasons for initiating a family program are given to include

fostering coordination of the child's training and keeping the program relevant to needs of families within the community. First contacts with parents are said to be improved with communication techniques that involve the positive view, an attitude of giving, perception of parents' feelings, recognition of each child's differences and parents' expectations, and ability to interpret the program. The guide suggests the kinds of information the School might use to build family profiles. Guidelines are given for the following parent involvement strategies: family members as volunteers, the newsletter, observation of school activities, home followup reports to parents, sharing the learning accomplishment profile with parents, informal verbal feedback, individual conferences, individual home programs, materials-making workshops, group meetings, ideas for brothers and sisters, and information and referral services. A list of resource materials includes books, periodicals, films, and pamphlets (source and price are given). Appendices contain materials such as forms for parents, definitions for program planning, sample newsletter articles, sample home followup sheets, and interviewing techniques. (MC)

ED 091 880 EC 061 994

LaCrosse, Edward And Others

Mayor Children's Rehabilitation Institute Teaching Program for Young Children. [Prescriptive Teaching Program for Multiply Handicapped Nursery School Children].

Council for Exceptional Children, Reston, Va. Head Start Information Project; Nebraska Univ. Medical Center, Omaha.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date [73]

Note—144p.; Handicapped Children in Head Start Series

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Class Activities, Cognitive Development, Daily Living Skills, *Diagnostic Teaching, Early Childhood Education, Emotional Development, Equipment, *Exceptional Child Education, Guidelines, *Instructional Materials, Language Development, Motor Development, *Multiply Handicapped, Self Care Skills, *Teaching Methods

Identifiers—*Project Head Start

The prescriptive teaching program for multiply handicapped nursery school children is presented in three manuals: prescriptive teaching, integration of prescriptions into classroom activities; and equipment and materials. Given in the prescriptive teaching manual are directions for assessing a child's strengths and weaknesses in functioning on a skills sequence checklist for the following areas: motor development (locomotor and upright positions skills), self-help (fine hand and general skills), language (receptive and expressive skills), emotional development (personal social interaction and body awareness skills), and preacademic development (memory/general information and visual motor perception skills). Additionally offered are instructions for writing prescription cards and lists of prescriptive statements for each area. The next manual contains prescriptions for two children; examples of implementation of the prescriptions in group activities such as snack time, table work, art work, and free play; and listed activities for meeting prescriptions in the five areas. Listed in the third manual with appropriate sources, directions, or illustrations are cross-coded (for each area), commercially available or easily made instructional materials and equipment for the following five skill areas (approximate numbers of materials or equipment are in parentheses): motor equipment such as shoulder straps (64); self-help equipment such as commode seat (52); language materials such as puppets (37); social-emotional development materials such as a "feeling collection" (41); and preacademic materials such as a number sorter (65). (MC)

ED 091 881 EC 061 995

Wilds, Thomas, Comp.

Directory of Head Start Audiovisual Professional Training Materials.

Council for Exceptional Children, Reston, Va.
Head Start Information Project.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date [73]
Note—122p.; Handicapped Children in Head Start Series

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Abstracts, Annotated Bibliographies, Audiovisual Aids, Child Development, *Directories, Discipline, *Early Childhood Education, *Exceptional Child Education, *Films, Handicapped Children, Health, *Instructional Materials, Self Care Skills, Teacher Education, Teaching Methods
Identifiers—*Project Head Start

The directory contains over 265 annotated listings of audiovisual professional training materials related to the education and care of preschool handicapped children. Noted in the introduction are sources of the contents, such as lists of audiovisual materials disseminated by a hearing/speech center, and instructions for use of the directory. Presented in the subject guide are titles of materials that pertain to the following categories: developmental stages, disciplining materials, methods and testing in the area of education; health and self care in the area of child care; crippled and other health impaired, deaf, emotionally disturbed, hard of hearing, mentally retarded, speech impaired, and visually handicapped in the area of handicapping conditions; and interest groups, parents and/or staff in the area of training. Given for the alphabetically listed (by title) audiovisual materials are running time, color designation, distributor, code number, type, year, abstract, source, and price (rent or sale). Listed alphabetically with addresses are over 200 producers and distributors of materials. Included is a referral sheet for additional materials that should be reported to the Head Start Information Project of the Council for Exceptional Children for inclusion in subsequent editions. (MC)

ED 091 882 EC 061 996

Van Eiten, Carlene, Comp.

Directory of Head Start Instructional Materials.

Council for Exceptional Children, Reston, Va.
Head Start Information Project.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date 74

Note—25p.; Handicapped Children in Head Start Series

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Auditory Perception, Concept Formation, *Early Childhood Education, *Exceptional Child Education, Handicapped Children, *Instructional Materials, Number Concepts, Perceptual Motor Coordination, Visual Perception
Identifiers—*Project Head Start

The annotated bibliography contains approximately 71 listings of instructional materials for Head Start teachers serving handicapped children. Teachers using the bibliography are advised to think first in terms of instructional requirements rather than the handicapping condition of the child. Materials are listed in terms of the following categories (numbers of materials for categories are in parentheses): letters/letter recognition (6), size/shape (6), form/shape (9), and color/color recognition (6) in the area of visual discrimination; listening skills (3) and sound-symbol relationships (3) in the area of auditory discrimination; eye-hand manipulatives (9) and body image/self-concept (4) in the area of perceptual motor development; concept development/general knowledge development (10); language stimulation/development (6); and number readiness in the area of basic number concepts (9). Given for each material are title, source, cost, purpose or objectives, description, and a

note on unusual features (if appropriate). Listed with addresses are publishers and/or distributors of the materials. (MC)

ED 091 883

EC 061 997

Glassman, Lynne, Comp.

Utilizing Resources in the Handicapped Services Field: A Directory for Head Start Personnel.

Council for Exceptional Children, Reston, Va.
Head Start Information Project.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date [74]

Note—209p.; Handicapped Children in Head Start Series

Available from—Council for Exceptional Children, 1920 Association Drive, Reston Virginia 22091

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Agencies, Community Programs, Directories, *Early Childhood Education, *Exceptional Child Services, Federal Government, Handicapped Children, National Organizations, *Program Descriptions, *Resource Guides, *State Programs

Identifiers—*Project Head Start

Presented in the guide to resources for preschool handicapped children are information on selected Federal agencies, associations, and directories; program descriptions of regional, State, and local resources; and a list of agencies, organizations, and special projects in the 50 States and U.S. territories. Usually given are address; telephone number; and a summary of activities, objectives, purpose, and/or membership for the following organizations: six Federal agencies such as the Bureau of Education for the Handicapped; three generic social and health services such as Medicaid; and 27 national associations such as the American Association on Mental Deficiency. Listed by title are 20 directories such as "A Directory of Summer Camps for Children with Learning Disabilities"; and given for listings are address, date of publication, pagination, and price (in some cases). Offered are 21 program descriptions of regional, State, and local resources such as the Special Education Instructional Materials Centers/Regional Media Centers network, the First Chance network, and State directors of special education. Listings of resources in each State are arranged in the same format as the program descriptions and include resource title, address, director's name, affiliation (if appropriate), and telephone number. (MC)

ED 091 884

EC 062 000

Selected Readings in Early Education of Handicapped Children.

Council for Exceptional Children, Reston, Va.
Head Start Information Project.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Feb 74

Note—147p.; Handicapped Children in Head Start Series

Available from—Council for Exceptional Children, Head Start Information Project, 1920 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Delivery Systems, *Early Childhood Education, *Exceptional Child Education, Federal Legislation, *Handicapped Children, Inservice Teacher Education, Parent School Relationship, Program Planning, *Regular Class Placement, Staff Orientation
Identifiers—*Project Head Start

Presented are 14 articles or monographs which focus on educational strategies involved in the integration of handicapped children into Head Start projects. Two introductory articles describe classroom techniques Head Start teachers should use in integrating handicapped children into regular classrooms and discuss the nature of handicapping conditions and strategies for the delivery of services in integrated classroom settings. Two articles center on practical suggestions for parent involvement which is seen to be central to any comprehensive educational program for young children. Five articles on classroom planning and instructional strategies consider the following topics: the importance of discipline in the education of disadvantaged preschool children, behavior modification, class-

room planning for exceptional children, teaching language delayed children, the use of nonverbal messages as a means to verbalization, and materials for stimulating the speech and language of handicapped children. The final section on staff training consists of four articles with the following titles: Effective Preservice and Inservice Training in the Head Start Program, An Administrator's Suggestions for a Sample Staff Training Program Sequence in an Early Childhood Education Center for Handicapped Children, A Collaborative Response to the Head Start Mandate to Integrate Handicapped Children, and A Model Orientation Workshop on Integrating Handicapped Children into Project Head Start. (DB)

ED 091 885

EC 062 040

Wilds, Thomas, Comp.

The Behavior Modification Audio-Visual Directory.

Texas Univ., Austin. Special Education Instructional Materials Center.

Pub Date 74

Note—55p.

Available from—University of Texas, Special Education Instructional Materials Center, College of Education, 2613 Wichita, Austin, Texas 78712

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Audio Visual Aids, *Behavior Change, *Directories, *Exceptional Child Education, Films, Filmstrips, *Handicapped Children, Instructional Materials, Instructional Media, Operant Conditioning, Tape Recordings, Video Tape Recordings

Described in the directory are approximately 125 audiovisual aids that pertain to the area of behavior modification with handicapped children. It is explained that the audiovisuals were selected for their relevance to behavior modification steps such as keeping appropriate records and scheduling reinforcements. Entries are alphabetical within the following sections (number of aids are listed in parentheses): Audio Tapes (26), Films (65), Filmstrips (15), Slide Shows (9), Transparencies (1), Video Tapes (3), and Audiovisual Training Kits (6). Each inclusion contains title, description of entry, technical information available, price if available, and publisher's address. An information sheet for submitting other aids for future editions of the directory is also included. (DB)

ED 091 886

EC 062 041

Here Comes the Sun: Directory of Summer Programs for Handicapping Conditions.

Information Center for Handicapped Children, Washington, D.C.

Pub Date May 74

Note—54p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Camping, *Directories, *Exceptional Child Education, *Handicapped Children, *Summer Programs, Summer Schools
Identifiers—*District of Columbia, Maryland, Virginia

The directory lists approximately 115 summer programs for handicapped children in the metropolitan Washington, D. C. area as of May 1974. Services are listed alphabetically within sections for D. C., Maryland, or Virginia. Included are services for the following handicapping conditions: diabetes, emotional disturbance and behavior problems, hearing impairments, learning disabilities, mental retardation, orthopedic and health handicaps, speech impairments, and visual impairments. Also listed are 10 programs for normal children which also accept children with mild handicaps. Provided for each program is name, brief description, type of child program is intended for, ages, dates, hour, location, fee, person to contact, and telephone number. (DB)

ED 091 887

EC 062 042

Basic Education Rights for the Hearing Impaired. 1973 Annual Report.

National Advisory Committee on Education of the Deaf, Washington, D.C.

Report No.—DHEW-OE-73-24001

Pub Date 73

Note—18p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01216, \$0.55)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Annual Reports, Aurally Handicapped, *Deaf, *Educational Needs, *Exceptional Child Education, Federal Government, Government Role, Program Descriptions
 Identifiers—*National Advisory Committee Education Deaf

The 1973 annual report of the National Advisory Committee on Education of the Deaf includes priority recommendations and a review of Federal programs for the deaf. An included letter of transmission notes committee members' disapproval of the proposed abolishment of the committee. Major recommendations include provision of an individualized program of instruction for all ages, early educational programs for deaf infants and their families, and a program of career education. Discussed in the section on the status of education for the deaf are incidence statistics, the importance of early education, and the need for State and Federal governments to finance and operate programs for the deaf. Among activities and programs reviewed are special institutions such as Kendall Demonstration Elementary School and the Model Secondary School for the Deaf, the need for programs for the deaf mentally retarded, and the development of a center on performing arts for the handicapped. (DB)

ED 091 888 88 EC 062 045

Jordan, Thomas E. Pittman, Robert H.

Classes for Children with Learning Difficulties.

End of Project Report.

Calcasieu Parish School System, Lake Charles, La.; Educational Consultant Associates, Lake Charles, La.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—DPSC-68-6042

Bureau No.—28-72-6042

Pub Date [74]

Note—102p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Academic Achievement, Elementary School Students, *Exceptional Child Education, Inservice Teacher Education, *Learning Difficulties, Learning Disabilities, *Program Descriptions, *Program Effectiveness, *Special Classes, Teacher Attitudes

Identifiers—Calcasieu Parish, Elementary Secondary Education Act Title III, ESEA Title III, Louisiana

This is the final report of a Calcasieu (Louisiana) Title III project which provided 14 special classes for 297 elementary grade children with learning difficulties over a 2-year period. Project objectives included reducing the number of children scoring poorly on reading, arithmetic, and spelling achievement tests, and increasing the holding power of the special classes. Statistics are provided which show all objectives to have been met at or beyond criterion levels. Inservice teacher training objectives of provision of 10 days of inservice training and significant improvement in teachers' knowledge of learning difficulties as measured by a local examination were also accomplished. The report provides information on a study of teacher attitudes toward the project, a copy of the questionnaire used in the teacher attitudes study, a copy of the locally prepared inservice training examination, a report of teacher opinions of the inservice workshop, and a copy of the self-evaluation and project nomination form. Also provided are data on the effectiveness of the project as a demonstration. (DB)

ED 091 889 EC 062 046

Engelhardt, Jon M.

So Johnny Can't Add—Help from the University.

Pub Date [74]

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Clinical Diagnosis, *Clinics, *Diagnostic Teaching, Elementary School Students, Exceptional Child Education, Graduate Study, *Learning Disabilities, *Learning Laboratories, *Mathematics, Teacher Education, Universities

The paper encourages the establishment of university-based clinics for the diagnosis and remediation of children's learning problems in mathematics and describes the operation of such a clinic at Arizona State University. Mathematics clinics are seen to serve two purposes: helping individual children overcome their special mathe-

matics learning difficulties, and training teacher/specialists in clinical techniques of diagnosis and remediation. Few teacher education institutions are thought to adequately prepare teachers to deal with learning problems in mathematics, though statistics show that up to 35% of elementary school students are underachieving in mathematics. Among the purposes of the Arizona clinic are devising instructional materials appropriate for training teacher/specialists and developing theoretical models and procedures for diagnosis and remediation. The clinic's student clinicians and professional personnel provide diagnosis and implement remedial work for school children clinical operations are integrated with a graduate course which focuses on diagnostic-prescriptive procedures in school mathematics. A chart shows mathematics learning center operations over a 21-week period from preliminary publicity through the final exam. (DB)

ED 091 890 EC 062 047

Teacher Preparation and Certification. Position

Statement and Recommendations.

National Association for Retarded Citizens, Arlington, Tex.

Pub Date Oct 73

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Exceptional Child Education, *Mentally Handicapped, National Surveys, *Performance Based Teacher Education, *Special Education Teachers, *Teacher Certification, Teacher Education

Identifiers—*National Association for Retarded Citizens

Presented are position statements and recommendations by the Education Committee of the National Association for Retarded Citizens resulting from a review of teacher certification requirements in all 50 States. It is concluded that a given State's certification requirements are subject to varying interpretations, and that State certification is presently imprecise, nonstandardized, and confusing when viewed nationally. The following recommendations are reported: States should adopt a common language pertaining to certification; universal reciprocity should be endorsed by all States; all teachers of the mentally retarded should meet standard minimal certification requirements; minimal requirements should show competency in areas such as basic knowledge and teaching methods; teacher training institutions should be responsible for judging the teaching competence of graduates; and teacher training should be governed by standards for admission, advancement, retention, and due process. Appended are suggestions for the following areas of teacher education: basic knowledge, methods and techniques, curriculum, and demonstration. (DB)

ED 091 891 EC 062 048

Pitt, David

Your Down's Syndrome Child...You Can Help

Him Develop from Infancy to Adulthood.

Pub Date [74]

Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Child Development, *Child Rearing, *Exceptional Child Education, Mentally Handicapped, *Mongolism, *Parent Education, *Placement

Identifiers—Downs Syndrome

Intended for parents of children with Down's Syndrome, the booklet describes causes and probable developmental patterns of the Downs child. It is stressed that parents need professional counseling to aid in adjustment to and rearing of a Downs infant. Discussed are incidence (1 in 700 births), and the accident of cell development which leads to the condition. Typical behavior and developmental characteristics as well as child rearing suggestions are given for the following age levels: infancy, 2 - 4 years, 4 - 8 years, 8 - 12 years, and over 12 years. In opposing the tendency to institutionalize Down's children early in life, the author notes a survey which showed that three fourths of the families who keep the child at home make a good adjustment. Guidelines for selecting an institution and reasons for later placement (such as behavior problems) are provided as is the suggestion that residential hostels are more suitable than large institutions for adult retardates. Also provided is a listing of 18 suggestions for further reading. (DB)

ED 091 892

EC 062 049

Shea, Dick

Instructional Materials for Science.

University of Southern California, Los Angeles.

Instructional Materials Center for Special Education.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 74

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, *Exceptional Child Education, Handicapped Children, *Instructional Materials, *Instructional Media, *Sciences

The annotated bibliography lists approximately 270 instructional materials in science for use with handicapped or normal children from kindergarten through grade 12. Listings are alphabetical by publisher and usually include item title, order number, item price, a brief description, and abbreviations which refer to type of scientific content, media format, and grade level. Charts list materials developed especially for special education by scientific content area and materials for each grade level. Materials are concerned with the following content areas: physical science, earth science, ecology, life science, general science, scientific method, and experimental science. Media format includes films, filmstrips, filmloops, overhead transparencies, cassettes, records, instructional tapes, programmed materials, and texts. (DB)

ED 091 893 EC 062 050

Professional Training Programs for Personnel in

Special Education.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Note—20p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia

22091

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Exceptional Child Education, *Fellowships, *Financial Support, Handicapped Children, Program Descriptions, Scholarships, *Special Education Teachers, *State Programs, Teacher Education

Provided are information on financial assistance for careers in special education, a listing of 18 other sources of career information, information on paraprofessional training, a listing of State directors of special education, and a listing of approximately 360 teacher training programs. Special education is seen to include services such as special class placement, clinical psychological services, early intervention programs, teacher preparation, and research. Addresses are given for information on sources of Federal and private financial educational assistance. Described are programs of financial assistance offered by 19 States. Provided for most teacher training programs (which are listed by State) are address, areas of study (such as administration, emotionally disturbed, or learning disabilities) and degree levels (whether undergraduate, masters, advanced or state certification, or doctoral), and current funding status. (DB)

ED 091 894 EC 062 051

Special Education: A Mandate to Louisiana

Schools.

Public Affairs Research Council of Louisiana,

Inc., Baton Rouge.

Pub Date Dec 73

Note—45p.

Journal Cit—Par Analysis; n194 Dec 1973

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Educational Needs, Equal Education, *Exceptional Child Education, Handicapped Children, Program Budgeting, *Public Schools, Special Education, *State Programs

Identifiers—Louisiana

The report on special education services in Louisiana reviews present services, recent Federal court decisions mandating special education for all handicapped children, and makes recommendations for program improvement. It is noted that Louisiana Law requires public education of all

exceptional children between 3 and 21 years of age with IQs above 25. Reported is a 1973 survey which had the following findings: (1) almost half of Louisiana children identified as needing special education were not receiving it; (2) most children receiving special education services were in public schools; (3) private and public agencies other than public schools offered more services to the trainable mentally retarded than any other group; (4) special education needs of the physically handicapped, emotionally disturbed, learning disabled, and visually impaired were not being met by either public schools or other agencies; (5) public schools emphasized services at the elementary level with few programs for preschool and secondary students; (6) private and other public special education agencies placed a greater emphasis on preschool and secondary levels than did the public schools; and (7) most children receiving special education in the public schools were placed in special classes with very little use made of techniques such as mainstreaming. It is recommended that an additional \$23.4 million be provided for special education services during the 1974-75 school year, that an additional 34 evaluation teams be established at university special education centers, and that an additional 74 speech therapists, 903 special education teachers, and 2,138 aides be provided. (DB)

ED 091 895 EC 062 052
Zimin, B.

Raising the Welfare of the Blind in the USSR.

All-Russia Society for the Blind, Moscow (USSR).

Pub Date 72

Note—22p.; Materials for the Session of the Executive Committee of the World Union for the Welfare of the Blind

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Blind, Community Services, *Exceptional Child Services, Foreign Countries, Government Role, *National Organizations, Program Descriptions, *Trend Analysis, Visually Handicapped
Identifiers—*Union of Soviet Socialist Republics, USSR

Described are activities and plans of the All-Russia Society for the Blind. Noted is the changing composition of society membership in the direction of more members past 60 years of age and fewer children blinded at birth or early childhood. It is reported that all the blind who wish work are employed, and that the society provides professional training and rational employment. Also reported are production figures of the society during the last 5-year plan period (1966-70) and production awards received by society members. Described are other activities of the society including clubs, recreational activities, lectures, youth work, sports, publications, and evening classes. Among social and welfare services said to be provided are housing, summer camp facilities, medical services, construction of eye hospitals, production of blind education equipment, and training of dog guides. The training of leaders for the society is explained to involve selection of qualified administrators (89% of directors are blind) and periodic refresher courses. Noted is the stable financial position of the society with productive work ensuring solvency and an increased budget of 33% from 1967 to 1970. It is stressed that the society's success is due to the help given by the Communist Party and the Soviet Government. (DB)

ED 091 896 EC 062 053
Zimin, B.

To Live and Work.

All-Russia Society for the Blind, Moscow (USSR).

Pub Date [72]

Note—79p.; For related documents, see EC 062 052 and EC 062 054-058

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Educational Opportunities, Employment, *Exceptional Child Services, Foreign Countries, Government Role, Historical Reviews, *National Organizations, Rehabilitation, *Visually Handicapped, Vocational Education

Identifiers—*All Russia Society for the Blind, Union of Soviet Socialist Republics, USSR

Described in the booklet are the history and functions of the All-Russia Society for the Blind

which was founded in 1925 to improve the physical, educational, and employment conditions of the more than 300,000 Russian people who before 1917 became blind from disease and poverty. The society is said to have units in the 13 constituent Soviet Republics and a voluntary membership of 163,800 blind and partially sighted persons. Noted is the decrease of blind adults to one third and of blind children to one fifth of the 1917 figure. Discussed are the following functions of the society: provision for factory and local (farm) branches; cooperation on problems of the blind with ministries responsible for areas such as social security, the state publishing house, and research institutes; provision for vocational training in work rehabilitation schools, locations such as the society's enterprises, and specialized schools; provision for employment of 76,500 blind or partially sighted persons in the society's factories or farms, state factories and professions; management of enterprises in which 70-90 percent of the blind engage in direct production processes, and which allocate 75 percent of net profits (25 percent of profits go to the state) to components of the society; and provision for farm jobs such as carpenters (partially sighted) and for coopers (blind). Also discussed are blind scholars' contributions to professional fields such as biology; education for 9,500 blind and partially sighted children in 68 residential schools; recreation activities such as drama in 129 centers; and welfare services such as housing. (MC)

ED 091 897 EC 062 054
Trutneva, K.

Prevention of Blindness in the USSR.

All-Russia Society for the Blind, Moscow (USSR).

Pub Date 72

Note—25p.; Materials for the Session of the Executive Committee of the World Union for the Welfare of the Blind; For related documents, see EC 062 052, 053, and 055-058

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Delivery Systems, Diseases, *Exceptional Child Services, Foreign Countries, Historical Reviews, Incidence, Medical Evaluation, Medical Research, Medical Treatment, *Ophthalmology, *Prevention, Research Utilization, *Visually Handicapped
Identifiers—*Union of Soviet Socialist Republics, USSR

The booklet describes approaches used in the Union of Soviet Socialist Republics to prevent blindness. It contrasts conditions prior to 1917 (300 eye doctors mainly located in large cities and 2,000 hospital beds for the 300,000 totally blind and 7,000,000 people with trachoma) with conditions in 1971 when in the Ukraine alone there were 3,000 eye doctors and 10,000 hospital beds. It discusses development of a health delivery plan in 1920 which involved mobile groups and a later stationary network of antitrachoma institutions headed by the Helmholtz Eye Diseases Research Institute. It notes functions of six scientific research ophthalmological institutes, 100 medical institutes for training medical workers, research laboratories, scientific societies, and institutions such as children's eye hospitals. Glaucoma, which causes blindness, and nearsightedness, which leads to eye disabilities are cited as problems, preventions noted are examinations of the over-40-year old population and attention to favorable conditions for visual work. Children are said to receive eye examinations in preschool and schools. Research on eye damage is seen to have resulted in safety and sanitary measures in factories and on farms with subsequent reduction of eye damage by a factor of six. Mentioned among achievements are a state standard on protective eyeglasses, methods of locating alien bodies in the eye, treatment of eye burns, and new methods of surgery such as ultra sound surgery. (Photographs are included that show techniques used in ophthalmology.) (MC)

ED 091 898 EC 062 055
Kulicheva, N.

Organisation of Recreation for the Blind in the USSR.

All-Russia Society for the Blind, Moscow (USSR).

Pub Date 72

Note—41p.; Materials for the Session of the Executive Committee of the World Union for the Welfare of the Blind; For related documents, see EC 062 052-054 and 056-058

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Adult Education, Braille, Dance, Dramatics, *Exceptional Child Services, Foreign Countries, Library Services, Music, Physical Activities, Reading, *Recreation, Talking Books, *Visually Handicapped

Identifiers—All Russia Society for the Blind, *Union of Soviet Socialist Republics, USSR

The booklet contains a brief description of recreation under the auspices of the All-Russia Society for the Blind in the Union of Soviet Socialist Republics and a number of photographs illustrating recreational activities. It is noted that approximately 24,000 blind persons participate in recreational activities located in club rooms near their residences and places of work. Mentioned are the following opportunities: participation in instrumental groups such as folk and brass bands, dramatic groups, amateur art groups, study in adult education courses involving 5,000 persons, reading books (braille or talking books) provided by the Prosvetshchenie Publishing house in 71 regional libraries, and participation sports involving 22,000 persons in areas such as chess - the favorite - field and track and gymnastics. It is explained that the blind in the Soviet Union have families, work they like, recreational facilities, and opportunities to attend concerts, operas, the cinema, or ice hockey. Included among photographs are portrayals of a group from the Sverdlovsk Club performing the "Youth Dance" and two blind chess masters watched by fans at the Soviet vs. Yugoslavia chess tournament. (MC)

ED 091 899 EC 062 056
Yazvina, A.

General Principles of Organisation of Production.

All-Russia Society for the Blind, Moscow (USSR).

Pub Date 72

Note—24p.; Materials for the Session of the Executive Committee of the World Union for the Welfare of the Blind; For related documents, see EC 062 052-055, 057, and 058

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Employment, *Exceptional Child Services, Foreign Countries, Historical Reviews, *Visually Handicapped, *Vocational Education, Vocational Rehabilitation
Identifiers—All Russia Society for the Blind, *Union of Soviet Socialist Republics, USSR

Briefly described with accompanying photographs are development of employment opportunities for the blind and the current status of production by the blind in the Union of Soviet Socialist Republics. It is explained that with the founding of the All-Russia Society for the Blind in 1925, efforts were made to train the blind in workshops. The return of numerous skilled and professional soldiers blinded in World War II is said to have directed rehabilitation efforts from traditional jobs such as weaving baskets to provision for training according to each individual's choice. Noted is current employment of 55,400 blind persons in establishments run by the society, 13,300 of the blind in state factories, and 8,000 blind in agriculture. Preparation is said to include vocational training in special schools, acquisition of work skills in secondary polytechnic classes, and learning self-care skills in vocational rehabilitation schools. Training of workers in the society's enterprises is seen to involve a theoretical or practical course and the following steps: orientation, mastery of technique and operation, and independent work. Noted is growth of the original small workshops to 247 factories or industries producing items such as electro-radio-lighting articles, and having 200-400 workers. The factories are said to net large profits which are used to employ physicians and psychologists, and to construct production, cultural, residential and welfare facilities. Cited is incidence of the blind in specialized schools and professions such as the law. (MC)

ED 091 900 EC 062 057
Zemtsova, M.

Educational of the Blind and People with Weak Sight in the USSR.

All-Russia Society for the Blind, Moscow (USSR).

Pub Date 72

Note—27p.; Materials for the Session of the Executive Committee of the World Union for the Welfare of the Blind; For related documents, see EC 062 052-056 and 058

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Curriculum, *Exceptional Child Education, Foreign Countries, Professional Education, Residential Schools, *Special Schools, *Visually Handicapped, Vocational Education, *Vocational Schools
 Identifiers—*Union of Soviet Socialist Republic, USSR

Described with accompanying photographs is education for blind and partially sighted children between 7 and 20 years of age in special residential schools in the Soviet Union. Discussed is vocational education in 120 vocational polytechnic schools for the blind and partially sighted from 1st to 11th forms (grades), sanatorium schools from 1st to 11th forms; secondary general day and correspondence schools from 3rd to 11th forms; and specialized schools. Noted are two 9-year general vocational schools for the mentally retarded and blind, a school for the deaf and blind, 1-year preschool groups, and preschools for 3- to 6-year-old children with amblyopia. Given are details about curriculum such as emphasis on fundamentals of science, speech and sensory development, knowledge of life through personal discovery, and work in the Komosol (Communist youth group) at the secondary level. Also discussed are hours of study, transfer policies, health services, and admittance to schools based on visual acuity. Mentioned are stress on work with objects in primary forms, enrichment experiences such as hikes, use of technical devices such as radio and television, and provision for well-lighted study rooms for subjects such as physics and art at the senior form level. Students with special aptitudes are said to attend specialized general vocational schools that emphasize subjects such as music education and mathematics and to later enter into professions. Other students are said to specialize in skilled trades or agriculture (the severely visually handicapped). (MC)

ED 091 901

EC 062 058

Prokofyev, M.

Public Education: USSR Yesterday, Today,

Tomorrow.

Pub Date [72]

Note—119p.; For related documents, see EC 062

052-057

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Cocurricular Activities, *Curriculum, Early Childhood Education, *Educational Philosophy, *Educational Programs, Elementary Education, Foreign Countries, Historical Reviews, Public Policy, *Public Schools, Secondary Education, Teacher Education, Technical Education, Universities, Vocational Education
 Identifiers—*Union of Soviet Socialist Republics, USSR

The booklet describes the development and current status of public education in the Soviet Union. Readers are reminded that the 22 million square kilometers and the more than 100 nationalities speaking 108 languages complicate organization of an educational system embodying traditional progressive democratic education and postrevolutionary socialist changes. It reviews the history of Soviet education including pre-1917 literacy (28.4 percent), introduction of compulsory education in 1930, and present school enrollment of 49 million pupils. Basic educational principles are given to be state support, equal opportunities for all nationalities, equality of sexes, a unified school system, separation of church and schools, and contact between school and society. The author reviews educational theories of Lenin, N. Krupskaya, and A. Makarenko. He discusses preschool education, the 8-year school, and the secondary school; school programs, curriculums, and textbooks; pedagogical science; vocational and academic orientations; three aspects of education (ethical, aesthetic, and physical); educational establishments such as Young Pioneer Palaces and Houses that serve young people; the roles of family and society; postsecondary school specialization; the training of teachers; responsibilities of Soviet ministries for education; and international contacts. Appendixes contain tables showing school enrollment figures, the standard curriculum, numbers of textbooks published, and number of graduates from higher and secondary specialized schools. Included are photographs of school settings. (MC)

ED 091 902

EC 062 126

Curriculum Guidelines for Exceptional Children: EMR 1970-71 Revision.

Escambia County Board of Public Instruction, Pensacola, Fla.

Pub Date [71]

Note—156p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—Behavioral Objectives, Curriculum, *Educable Mentally Handicapped, English, *Exceptional Child Education, Family Life Education, *Guidelines, Health Education, Language Arts, Mathematics, Mentally Handicapped, Physical Education, *Prevocational Education, Resource Guides, Secondary School Students, Social Studies, *Vocational Education
 Identifiers—Florida

This document provides curriculum guides for teaching educable mentally retarded middle school (prevocational level) and high school (vocational level) students in Escambia County, Florida. It includes a definition of mental retardation, characteristics of mentally handicapped (MH) children, a mental age reference chart, and suggestions for lessons preparing. It explains the program emphasis on attainment of physical, personal and social, and vocational skills. Among aspects covered at the prevocational level are: (1) goals such as development of fine and gross motor skills; and (2) instructional objectives and curriculum components in the areas of mathematics, language arts, home and family living, reading, health and safety, social studies, science, and physical education. For the prevocational level the guide provides a sample of 4-week unit on food; lists of resources (books and demonstration materials); a suggested daily schedule; a community job survey; a guide to phonics instruction; and lists of equipment, books, and sources of free materials in areas such as banking. For the vocational level it offers a review of the program, program goals such as acquisition of home management skills; criteria for graduation; a description of the work study program; suggested job tasks such as assembling nuts and bolts; suggested job training locations such as animal hospitals; and instructional objectives and curriculum components in areas of home and family living, mathematics, science, English, and social studies. Lists of references and curriculum guides to be used with MH students are also included. (MC)

ED 091 903

EC 062 127

Goodstein, H. A.

The Role of Research and Evaluation in EMH Curriculum Development: Project MATH.

Connecticut Univ., Storrs.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 74

Grant—OEG-0-70-2250(607)

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Curriculum Development, *Curriculum Evaluation, *Educable Mentally Handicapped, Evaluation Criteria, *Exceptional Child Research, Field Studies, *Mathematics, Mentally Handicapped, *Research Design, Research Methodology

This paper reviews evaluation and research activities of Project MATH (Mathematics Activities for Teaching the Handicapped) during 1972-1973, and discusses evaluation of curriculum materials for educable mentally handicapped (EMH) populations. It briefly describes field tests in six cities involving over 100 teachers (primary through junior high levels). The field tests, concerning number and operation strands, involved program evaluation, collection of biodemographic information, teacher tracking of daily instruction, computer processing, and a questionnaire for teachers. The paper also describes concurrent curriculum review, another review by mathematicians, and implementation of research studies. The following issues are considered: (1) Researchers tend to make evaluation designs that overestimate the amount of data necessary for revision. (2) Researchers tend to overestimate usefulness of empirical data for curriculum evaluation. (3) The "representative" field test has a hallowed position it may not deserve. (4) The

nature of the educable mentally retarded population restricts usefulness of evaluation designs that rely on pupil change data. (5) Demonstration of effectiveness decreases with increased magnitude of the curriculum being developed. It is suggested that many issues thought to require large-scale field tests could be determined with a few carefully controlled research studies, and that mechanisms and criteria be developed to select the best sequence for studies. It is noted that Project MATH people have decided to stay with small sample, short duration studies. (MC)

ED 091 904

EC 062 128

Beck, Helen L.

Group Treatment for Parents of Handicapped Children.

Spons Agency—Health Services and Mental

Health Administration (DHEW), Bethesda, Md.

Report No.—DHEW-HSM-73-5503

Pub Date May 73

Note—28p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1721-00008, \$0.35)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Exceptional Child Education, *Group Dynamics, *Group Therapy, *Guidelines, *Handicapped Children, Leadership Training, Parent Attitudes, *Parent Counseling

The booklet considers principles of short-term group treatment to help parents of handicapped children with problems of emotional adjustment and child management. The value of a parents' group is seen to lie in the purposeful use of group dynamics and group processes by trained leader. Discussed are the role of the group leader; the process of selection including factors such as size of group, organizational setting, nature of the children's handicaps, and specific categories of parents; and group goals (primarily supportive in nature). Suggestions are given for managing the external structure of the group's dynamics in the areas of setting, number of meetings (12 to 15 sessions are recommended), spacing of meetings (weekly or biweekly), group size (10 to 15 members), and meeting time and place. Guidelines are offered for managing the internal structure of the group's dynamics in such situations as silences, direct questions, and expressions of hostility and for making the most of each phase of group development as well as positive and negative impact of group members on each other. Briefly discussed are parental concerns such as intense anxiety about the handicapped child's future. Listed are 23 suggested readings. (DB)

ED 091 905

EC 062 129

Green, Paul A. And Others

The Comparative Motor and Affective Benefits of Three Physical Education Programming Techniques Used with Emotionally Impaired Children.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.;

Montgomery County Intermediate Unit 23,

Blue Bell, Pa.

Pub Date [74]

Grant—OEG-0-70-3557(607)

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

Available from—Barton B. Proger, Montgomery

County Intermediate Unit 23, Blue Bell,

Pennsylvania

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Affective Behavior, Aggression, Childhood, *Emotionally Disturbed, *Exceptional Child Research, Hyperactivity, Males, *Motor Development, *Physical Education, *Program Effectiveness

Identifiers—Withdrawal (Psychological)

The effectiveness of three methods of physical education programming for improving the physical performance and reducing undesirable behavior of 96 emotionally disturbed boys (ages 8 to 14 years) was studied in an 8-week summer camp setting. Subjects were initially diagnosed and grouped by psychiatrists as aggressive, hyperactive, or withdrawn. Stratified randomization was then used to assign Ss to the treatments of physical fitness, general coordination, specific coordin-

dination, and control. Pretest and posttest data were collected in 3 motoric areas (strength, endurance, and coordination) and 15 affective areas (subscales of Devereux and Quay instruments). Covariance analysis indicated that while specific coordination procedures yielded superior performance on the motoric measures, little change in affective aspects was noted among the four treatments. (Author)

ED 091 906 EC 062 130
CEC Professional Standards and Guidelines Project. Draft Standards and Guidelines (St. Louis Work Document).

Council for Exceptional Children, Reston, Va. Professional Standards/Guidelines Project.
 Pub Date Jun 74

Note—158p.; Prepared for the National Professional Standards and Guidelines Project Conference (St. Louis, Missouri, June 1974)

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Exceptional Child Education, Glossaries, Guidelines, Handicapped Children, *Special Education Teachers, *Teacher Certification, *Teacher Education, *Teacher Qualifications, *Teacher Selection

The working draft presents guidelines for recruitment/selection, preparation, certification, and professional performance of special educators. The guidelines are said to emphasize process rather than content of decision making in an effort to encourage innovation, provide for flexibility, and develop continuing programs of professional development. Assumptions of the guidelines are said to include extension of the right to education to all children. It is explained that the guidelines were developed from results of regional conferences and a DELPHI survey. Presented for each guideline are the guideline statement, alternative statements, rationale for the guideline, and positive and negative examples of guideline applications. Guidelines in the area of recruitment/selection are concerned with selection from a broad base, effectiveness with children, mobility of individuals into new positions, criteria, the selection process, evaluation, exceptional citizens, and experience. Guidelines concerned with preparation are divided into the following categories: needs assessment, resource analysis, curriculum and methods, practicum, evaluation, and personnel. Guidelines for certification are presented in terms of criteria, renewal, range, evaluation, reciprocity, and experimentation. Suggested guidelines for professional performance deal with individual accountability, participation in evaluation, institutional support of inservice education, the right to perform within ethical standards, and grievance procedures. A glossary of 46 terms such as needs assessment and practicum is also provided. (DB)

ED 091 907 EC 062 131
The Social Studies Curriculum Guide for Teenage Educable Mentally Retarded Pupils.

Newark Board of Education, N.J.

Pub Date 71

Note—239p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Adolescents, Communication Skills, Consumer Education, *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Family Life Education, Mentally Handicapped, *Social Studies, Transportation

Identifiers—*New Jersey

The social studies curriculum guide for educable mentally retarded teenagers offers teaching suggestions at four age levels for the following subject areas: family relationships, transportation, learning and living in New Jersey, communication, and consumer education. All five areas are intended to be covered at each level with succeeding levels offering different emphases. Within each broad area the guide lists subjects and related teaching suggestions, pupil activities, and instructional materials (with sources). Also provided for each area are a vocabulary list; a sample short answer test; a sample essay test; and a bibliography of books, films, and filmstrips. The New Jersey section lists important events in Puerto Rican and Negro history and prominent Puerto Rican and Negro individuals. Examples of topics

included are: roles of family members, marriage, radio and television programs, emergency help when traveling, overnight accommodations, signs and directions, local government in New Jersey, history of New Jersey, leisure time opportunities, social communication, wages, budgeting, and banking. (DB)

ED 091 908 EC 062 132
Schein, Jerome D., Ed. Education and Rehabilitation of Deaf Persons with Other Disabilities.

New York Univ., N.Y. Deafness Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date May 74

Note—90p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Audiology, *Deaf, Deaf Blind, *Exceptional Child Education, Federal Legislation, Manual Communication, Mentally Handicapped, Minority Groups, *Multiply Handicapped, Program Descriptions, Program Development, *Rehabilitation, Teacher Education

Ten author-contributed chapters focus on the education and rehabilitation of multiply handicapped deaf persons. Considered in readings are the following topics: programs for multiply handicapped deaf children in New York State, a definition of the population of multiply handicapped deaf students and a rationale for the provision of services, a proposed model for preparation of personnel, implementation of the model through the establishment of educational service programs for multiply handicapped deaf children, problems in the audiological assessment of deaf children with other disabilities, the education and rehabilitation of the deaf and mentally retarded individual, a modified manual communication system for deaf blind children, problems of persons who are both deaf and members of ethnic minorities, problems of the severely handicapped deaf—implications for educational programs, and the impact of the Vocational Rehabilitation Act of 1973 on deafness rehabilitation. A bibliography lists approximately 375 references on the multiply handicapped deaf. (DB)

ED 091 909 EC 062 133
Freebairn, Thomas. Television for Deaf People: Selected Projects.

New York Univ., N.Y. Deafness Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 74

Note—104p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Aurally Handicapped, *Cable Television, *Cooperative Programs, *Deaf, *Exceptional Child Education, *Program Development, Surveys, Television, Visual Learning

Television projects for the deaf are described with special focus on activities by the Deafness Research and Training Center to develop a cable television cooperative to produce and distribute programs for the deaf. The chapter on cable television considers principles of cable television, the model for a cable television cooperative, steps in establishing the cooperative, television training and production workshops for deaf people, program production by agencies other than cable television operators, and distribution models for the cooperative. Among conclusions noted is that cable operators are willing to telecast but reluctant to produce programs for the deaf. Discussed are aspects of original television programming derived from a national survey of programming needs of deaf people and activities of the Deafness Research and Training Center. Conclusions and recommendations center on increasing the production, dissemination, and evaluation of television programs appropriate for deaf viewers. Alternative visual supplements including sign language inserts and captions are compared. It is concluded that use of the insert is easier and cheaper for the broadcaster, while captions can be understood by more people. Research is urged in all areas of television for deaf people. Local broadcasters are encouraged to produce original materials for the deaf, modify regular programs, and rent specially modified

programs. Local deaf communities are encouraged to ask broadcasters for special programming. Publicity brochures, illustrations, and survey results are appended. (DB)

ED 091 910 EC 062 134
Annual Gifted Program: Evaluation Report 1972-1973.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date [74]

Note—258p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Exceptional Child Education, *Gifted, *Program Descriptions, Program Evaluation, *State Aid, *State Programs, State Surveys, Teacher Education

Identifiers—*Illinois

The 1972-73 report provides evaluative perspectives on a variety of aspects of the Illinois public school program for gifted children. Sections provide an overview of the development of the Illinois programs; a review of independent evaluations of Gifted Area Service Centers; a summary of the first statewide survey of Area Service Center clientele; a sketch of the reimbursement component of the Illinois program; a synopsis of findings of the monitoring of 15 experimental projects funded by the Illinois program; judgmental portrayals of university-based training projects for educators of the gifted; five sketches representing the various facets of Illinois program activities; and a set of conclusions presented as an ecology of vital interrelationships of the Illinois Gifted Program. Findings related to the Area Service Centers of the Illinois Gifted Program indicate that these institutions are an effective inservice agent in Illinois education. Findings in regard to the administration of state-funded experimental projects are seen to indicate that the quality of research activity conducted in school districts varies in the amount of time project directors allocate to the project. Findings related to the training projects supported by funds of the Illinois Gifted Program, are reported to indicate that training which incorporates direct contact with gifted children is desirable. (Author)

ED 091 911 EC 062 135
Fringie, Doug. Winters, Jim. "See" What We Mean: Teaching the Blind to Ski.

National Inconvenienced Sportsmen's Association, Carmichael, Calif.

Pub Date [74]

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Blind, *Exceptional Child Education, *Guidelines, Partially Sighted, Physical Activities, *Physical Education, Physical Fitness, *Visually Handicapped

Identifiers—*Skiing

The illustrated manual contains instructions for teaching blind and partially sighted students to ski. It is noted that blind students should be coached, instructed, and encouraged in the same manner as sighted students although additional safety precautions should be employed. Psychological implications for the blind student learning to ski are given to include building confidence through mastery of graduated experiences and imagining various positions and terrains. Instructors are advised to allow students to feel all parts of the ski while learning nomenclature, to converse with students prior to instruction, to begin slowly and never forget safety, to stay close to the student, and to provide a marker for the student to wear to caution other skiers. It is suggested that instructors lead the partially sighted and follow the blind, alert students when to unload from a Poma lift, take certain positions to aid students in riding the chair lift, and ski backwards holding student's ski tips for teaching wedged turns. Suggested for training instructors to teach the blind is blocking vision of one instructor, who then follows directions of another instructor. (MC)

ED 091 912 EC 062 136
Sussman, Susan. The Organization of Education for Learning Handicapped Pupils: A Review and Recommendations.

York Borough Board of Education, Toronto (Ontario).

Pub Date May 74

Note—45p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Exceptional Child Research, Individualized Instruction, *Learning Disabilities, Regular Class Placement, Research Reviews (Publications), *Resource Centers, *Resource Teachers, Special Classes, *Teachers

The paper reviews descriptions and studies of classes for children with learning disabilities (LD). Considered are aspects of regular class placement of LD students such as academic achievement and social adjustment, and attitudes of educators such as regular and special class teachers. On the basis of the review, full-time, self-contained classes are not recommended for LD students. Alternatively recommended are a part-time, highly-individualized resource room program for pupils with nonspecified learning disabilities and close collaboration between the regular classroom and the resource room teachers. It is maintained that the combined efforts of the teachers should result in a full-time program with a high degree of individualization for LD pupils. (Author/MC)

ED 091 913 EC 062 137

Identifying a Nonverbal Aptitude Measure for Use in Counseling Secondary Level Mentally Retarded Pupils.

Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 74

Note—134p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Adolescents, Aptitude Tests, *Correlation, *Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped Testing, *Vocational Aptitude Identifiers—General Aptitude Test Battery, *Nonreading Aptitude Test Battery

One hundred forty students (mean age 17.5 years, mean full scale IQ 69.18, and mean reading grade level 3.61) in the Diversified Occupations Programs (Vermont) were investigated to determine whether the Nonreading Aptitude Test Battery (NATB) is a valid instrument for identifying occupational aptitudes of educable mentally retarded and low average students. Findings for six hypotheses indicated: (1) that a positive relationship existed between the number of occupational aptitude patterns (OAPs) obtained on the General Aptitude Test Battery (GATB) and the NATB; (2) that the mean number of OAPs identified by the NATB was significantly higher than the mean number of OAPs identified by the GATB; (3) that all aptitude scores (on both tests) except on clerical perception were significantly related to full scale IQ; (4) that there was no difference in relationship between verbal IQ and cognitive aptitude scores by students on both tests; (5) that there was a positive relationship between performance IQ and all aptitude measures of the GATB and NATB with the exception of the clerical perception and motor coordination measures; and (6) that there was a significant relationship on both tests between reading score measures and aptitude scores for intelligence, verbal ability, numerical ability, and motor coordination. The findings implied that counselors and placement officials for retarded and borderline students should seriously consider selecting the NATB over the GATB. (Included in appendixes are items such as descriptions of the tests, definitions of aptitudes measured by the tests, and statistical data.) (MC)

ED 091 914 EC 062 138

Gifted and Talented Curriculum: A Selective Bibliography. Exceptional Child Bibliography Series No. 656.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Note—23p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Abstracts, *Annotated Bibliographies, Bibliographies, *Curriculum, *Exceptional Child Education, *Gifted

The annotated bibliography on curriculums for gifted and talented children and adolescents contains approximately 59 abstracts and indexing information associated with documents published from 1961 through 1973 which have been selected from the computer file of the Information Center of the Council for Exceptional Children and the Educational Resources Information Center (ERIC) Clearinghouse on Handicapped and Gifted Children. It is explained that the abstracts are chosen according to criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information is given to explain how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service, and how to order "Exceptional Child Abstracts" in which the abstracts are originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. Featured in the references are topics such as development of a program for superior and talented high school students, acceleration and enrichment in junior high school, and a curriculum guide for teaching gifted primary grade students. (MC)

ED 091 915

EC 062 139

Kramer, Beth, Ed.

Silent Minority.

President's Committee on Mental Retardation, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—HEW-OHD-74-21002

Pub Date [74]

Note—44p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Child Advocacy, Citizenship, *Civil Liberties, *Civil Rights, Educational Programs, Employment, Equal Education, *Exceptional Child Services, Institutions, Legislation, *Mentally Handicapped, Normalization (Handicapped)

Discussed in the booklet are approaches for citizens to use in helping the silent minority—mentally retarded (MR) children and adults—attain their rights to life, liberty, and the pursuit of happiness. The MR person is described as one of 6 million retarded Americans, to benefit from education although his ability to learn is limited, to have special needs such as speech therapy, and to be unable to protect his own interests. Discussed under the MR person's right to life are the right to be born healthy, advocacy programs, the dilemma of guardianship seen in parents' concerns for the future of their MR children, health insurance legislation, habilitation, improved institutionalization, and ways citizens can protect the life of MR persons. Discussed under the right to liberty are the trend toward normalization; considerations on institutionalization such as correct diagnosis, court procedures, prison problems, legislative reform, zoning barriers; and what the citizen can do to assure liberty for the MR population. Discussed under the right to the pursuit of happiness are the right to an appropriate education, the right to a place in the labor force, fundamental personal rights such as marriage, the right to be treated as an individual equal to other citizens, and what the citizen can do to protect the pursuit of happiness of the MR person. Sources of information on legal rights of the mentally retarded and background literature are included. (MC)

ED 091 916

EC 062 140

Further Studies in Achievement Testing, Hearing Impaired Students, United States: Spring 1971.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Note—68p.; Data from the annual survey of hearing impaired children and youth, Series D, No. 13. For related information, see ED 083 779

Available from—Gallaudet College Book Store, Washington, D.C. 20002 (\$1.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Academic Achievement, *Achievement Tests, *Aurally Handicapped, *Correlat-

tion, Exceptional Child Research, Statistical Data, *Test Interpretation Identifiers—Guessing, *Stanford Achievement Test

Reported are four studies resulting from achievement testing activities from 1971 to 1973 with approximately 17,000 hearing impaired students from under 6 to over 21 years of age. The first study reports the relationships between selected achievement test scores (Paragraph Meaning and Arithmetic Computation subtests) and the following variables: sex, proportion of the school day spent in special educational classes, type of program, age at which formal education was begun, age at onset of the hearing loss, hearing status of parents, degree of hearing loss, nonverbal IQ test score, and presence or absence of additional handicapping conditions. The second study reports on the extent of guessing or "chance" level scores in the achievement tests of hearing impaired students and reviews the literature related to the question of guessing and correction for guessing in objective psychometric tests. The third study reports the intercorrelations among the various subtests within each of the five batteries of the Stanford Achievement Test. The intercorrelations for hearing impaired students are compared to the data for hearing students and are examined according to the age of the hearing impaired students. The fourth study reports the results of a mail survey of special educational programs for hearing impaired students regarding the extent of usage of various achievement tests. The implications of these results for future testing activities are considered. Also included are descriptions of the data collection methods, the qualifications and limitations of the data, and the demographic characteristics of the students in the 1971 testing program. (Author/DB)

ED 091 917

EC 062 141

Foshee, James And Others

A Study of the Effects on Special Programs for Exceptional Students Upon the Implementation of the Florida Finance Program. Final Report, Volume 1.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Florida State Dept. of Education, Tallahassee; Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Pub Date [74]

Note—166p.; For Volume 2, see EC 062 142

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—Equal Education, *Exceptional Child Research, Financial Policy, *Financial Support, Handicapped Children, *Institutions, Interviews, Program Budgeting, Program Evaluation, Residential Schools, *School Districts, Special Classes, Special Education Teachers, *State Programs, Statistical Data

Identifiers—*Florida

Described in volumes 1 and 2 are the methodology, conclusions, and recommendations of a study to determine the impact of the Florida Education Finance Program (FEFP) on special programs for exceptional children in 10 school districts and on educational program development in five residential institutions. Noted are aspects of the FEFP Act (1973) such as requiring change from instructional units to full-time equivalents (FTE) as the basic revenue allocation unit for funding the 15 special programs. Discussed are the funding histories of the Department of Education (DOE) and the Department of Health and Rehabilitation Services (DHRS), and the case study methodology involving interview schedules and data report forms. Given for the 10 districts are conclusions and recommendations regarding assignment of students and teachers, identification and classification of students, initiation and deletion of special programs, and provision of programs in rural areas. Reported for the five residential institutions are advantages and disadvantages of the FTE program related to teaching staff, curriculum design, program availability, and identification and classification of students. Major results are given to indicate cautious optimism regarding improvement of school programs by FEFP, and advantages of FEFP in areas such as reduced teaching load and improved programs in institutions. Ten tables summarize responses to questions, comments, and recommendations by administrators, coordinating principals, special teachers, speech therapists, counselors, and DHRS personnel. (MC)

ED 091 918 EC 062 142

Foshee, James And Others

A Study of the Effects on Special Programs for Exceptional Students Upon the Implementation of the Florida Finance Program. Final Report, Volume 2.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Florida State Dept. of Education, Tallahassee; Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Pub Date [74]

Note—83p.; For volume 1, see EC 062 141

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Case Studies (Education), Equal Education, *Exceptional Child Research, *Financial Support, Handicapped Children, *Institutions, Interviews, Program Evaluation, Residential Schools, *School Districts, Special Classes, Special Education Teachers, *State Programs, Statistical Data

Identifiers—*Florida

The second of two volumes presents descriptive and statistical data collected in a study to determine the impact of the Florida Education Finance Program (FEFP) on special programs for exceptional children in 10 school districts and program development in five institutions. Case studies of the 10 districts give county code designation, date of interview, numbers of personnel interviewed, a description of the school setting, and staff findings in areas such as student identification deadline, change in size of special education (SE) classes, due process in student assignment to SE classes, FEFP emphasis on SE, full-time versus part-time classes, hiring and assignment of teachers, and allocation of materials. Tables summarize answers to questions such as "What programs do you plan to offer next year?" and responses by administrators, SE coordinators, regular teachers, visiting teachers, and psychologists. Case studies of the five institutions involve statistical data and descriptions in areas of teaching staff, curriculum, student assessment, program availability, and identification of classification of students. Noted are teacher certification levels and additional salary comparisons of institutional and district educational personnel. Attention is directed to study limitations such as data based on personal opinion without supporting data, and operation of FEFP for a period of three and a half months prior to the study. A glossary of terms such as cost factors is included. (MC)

ED 091 919 EC 062 155

Problems of Psychology of Mentally Retarded Children.

Academy of Pedagogical Sciences of the USSR, Moscow. Inst. of Defectology.

Note—85p.; Includes 35p. in Russian and 4p. in French; Portions of this document are not fully legible and will reproduce poorly

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Cerebral Palsy, Classification, *Exceptional Child Research, Foreign Countries, *Learning Processes, *Mentally Handicapped, *Psychological Characteristics, *Research Reviews (Publications)

Identifiers—France, Union of Soviet Socialist Republics, USSR

Presented are 18 papers on problems in the psychology of mentally retarded children. Seven of the papers are in English, two in French, and nine in Russian. The English papers are concerned with the following topics: peculiarities of psychic functions in oligophrenic (retarded) children with pronounced underdevelopment of frontal lobes of cerebral cortex, the principle of endogenous and exogenous classification of mentally retarded children, a review of studies on concrete thinking of oligophrenic children, guessing behavior of normal and retarded children under noncontingent reinforcement conditions, the identification of learning strength of mentally handicapped children, problems such as lack of goal orientation in the activity of mentally retarded children, and the rehabilitation of higher cortical functions of children with cerebral palsy. French papers discuss motor development of mentally retarded children, and social and job related characteristics of mentally retarded adolescents. (DB)

ED 091 920 EC 062 157

Reports by the Members of the Institution of Defectology of the APS USSR/Moscow to the First Congress of the International Association for the Scientific Study of Mental Deficiency.

Academy of Pedagogical Sciences of the USSR, Moscow. Inst. of Defectology.

Pub Date 67

Note—78p.; Congress held at Montpellier, France, September 1967; One paper is in French; Document may reproduce poorly

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Educational Trends, Exceptional Child Education, *Exceptional Child Research, Foreign Countries, *Learning Processes, *Mentally Handicapped, *Psychological Characteristics

Identifiers—*Union of Soviet Socialist Republics, USSR

Presented are 14 reports given by members of the Institute of Defectology in Moscow to the First Congress of the International Association for the Scientific Study of Mental Deficiency held in Montpellier, France, in 1967. The papers have the following titles: "The Soviet Education Scheme for Mentally Retarded Children", "Main Trends in Studying the Problem of Oligophrenia", "Debatable Problems in Clinical Aspects of Oligophrenia (mental retardation)", "Psychological and Pedagogical Study of the Mentally Retarded Child as a Basis of Correction of His Development Deficiencies", "The Major Development in Mentally Retarded Children Studying at School", "Peculiarities of the Electrical Activity of the Brain in Oligophrenia and Similar States", "The Differential Diagnostics of Maldevelopment in Hard of Hearing Children from Oligophrenia", "Role of Actions in Cognition of Objects by Mentally Backward Children", "Pedagogical Studies of Children Aimed at Differentiating Oligophrenia from Similar Conditions", "Patterns of the Intellectual Defect in Children and Adolescents with Anomalies in the System of Sex Chromosomes", "Spatial Orientation in Mentally Retarded Children", "Development of Perception by Touch in Oligophrenic Children", "Visual Perception of Portrayed Objects by Retarded Pupils", and "Corrective Work with Mentally Retarded Children Suffering from Cerebral Paralysis." (DB)

ED 091 921 EC 062 159

Lubovsky, V. I.

Special Education [Fifth Chapter of "Education in the USSR"].

Pub Date 72

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Comparative Education, *Exceptional Child Education, *Foreign Countries, *Handicapped Children, *Special Schools

Identifiers—*Union of Soviet Socialist Republics, USSR

Described are special education provisions provided by the Soviet government for handicapped children. Noted is the low incidence of handicapped children (said to be the lowest in the world) due to medical practices designed to prevent disease. Reviewed are the historical development of special education since the revolution and the commitment of the Soviet government to the education of handicapped children. It is explained that handicapped children are educated in special boarding schools for the deaf, hard of hearing, blind, partially sighted, mentally retarded, speech handicapped, motor handicapped, or multiply handicapped. Mentioned are criteria for acceptance at the special schools and the provision of general education, vocational training, and guaranteed jobs to all children of special schools. Explained is education of teachers in departments of defectology and the remuneration which is 25 percent higher than that received by teachers of normal children. Stressed for the retarded are individualized instruction and development of good work habits. Stressed for the deaf is language and speech development through use of specialized equipment and techniques. Stressed for the blind and partially sighted is compensation for the disability through use of optical or tactile aids. Stressed for the deaf and blind are self-care skills and communication skills. Emphasized as a focus in all special schools is vocational training. Also noted are

research efforts in diagnosis and treatment of handicapping conditions. (DB)

ED 091 922 EC 062 160

A Survey of State Laws to Remove [Architectural] Barriers.

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date Aug 73

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Architectural Barriers, *Exceptional Child Services, National Surveys, *Physically Handicapped, *Standards, *State Legislation

Presented in tabular form as the result of a national survey are features of the architectural laws of all 50 States and the District of Columbia which relate to architectural barriers experienced by physically handicapped individuals. Legislative acts are listed in alphabetical order by State, and information is provided on the following aspects: the act's number and effective date, whether the act adopts standards recommended by the American National Standards Institute for making buildings accessible to the handicapped, whether sanctions for noncompliance are included, whether the act includes publicly funded buildings, whether publicly used but privately owned buildings are included, whether the law covers remodeling, whether leased buildings are included, the authority responsible for enforcement, whether inspection of new buildings is mandated, and any related remarks (such as existence of a waiver clause). Acts date from 1963 through 1973. (DB)

FL

ED 091 923 FL 004 367

Tarone, Elaine E.

Aspects of Intonation in Vernacular White and Black English Speech.

Pub Date 72

Note—267p.; Ph.D. Dissertation, University of Washington

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Cultural Differences, Data Analysis, English, *Intonation, *Language Patterns, Language Role, *Negro Dialects, *Nonstandard Dialects, Phonology, Sentence Structure, *Sociolinguistics, Spectrograms

Intonation patterns of Black English were studied and compared with those occurring in White English and formal Black English. It was found that: (1) the Black English corpus was characterized by a wider pitch range, extending into higher pitch levels than either the White vernacular or the formal Black English of the adult information; (2) a falsetto register was used in Black English more often than either White English or formal Black English; and (3) more rising and level final contours were used in Black English, while White English and formal Black English used more falling final contours. This study provides evidence, never previously reported, of the use of intonation alone in Black English to serve a grammatical function of marking the dependent clause of a conditional sentence, without concomitant use of the lexical item "if". It is concluded that intonation cannot be studied apart from the social situation. The majority of the intonational characteristics found in the Black English corpus can be traced directly to systematic differences between black street culture and white "mainstream" culture, rather than to any systematic differences in phonology per se, and may be accounted for as resulting from different "social rules" for speech with black street culture. (Author/LG)

ED 091 924 FL 004 470

Niyekawa-Howard, Agnes M.

The Current Status of the Linguistic Relativity Hypothesis. Working Papers in Linguistics, Volume 4, Number 2.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Apr 72

Note—30p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Cognitive Development, *Cognitive Processes, *Language Development, *Language Role, Language Universals, *Linguistic Theory, Perceptual Development, *Psycholinguistics, Sociolinguistics, Synchronic Linguistics

The linguistic relativity hypothesis is the view that the language a person speaks influences his perception of the world. This hypothesis is frequently misunderstood to be a question of the influence of language on culture, when in reality it emphasizes the influence of language on the cognition of its speakers. This distinction between culture and cognition needs to be made clear, since the time dimension is different; the relationship between language and culture is diachronic, whereas that between language and cognition is synchronic. Lately, the hypothesis of linguistic relativity has lost influence because of the growth of interest in linguistic universals. Acceptance of one does not dictate rejection of the other, in that the two deal with language at different levels of abstraction. Experiments conducted to test the hypothesis of linguistic relativity have contributed to its loss of credibility, in that they have contained conceptual and methodological shortcomings. However, certain psychological concepts, such as selectivity and distortion in perception, offer sound support for the hypothesis. For future use, the hypothesis needs to be restricted in definition, emphasizing that language is only one of many factors influencing individual perception and cognition. (LG)

ED 091 925 FL 004 843

Eveinov, Irina A.

Some Important Studies of Negation in Slavic Languages—A Survey. Working Papers of the Russian School, No. 1.

Norwich Univ., Northfield, Vt.

Pub Date Apr 73

Note—18p.

Available from—Norwich University, Northfield, Vermont 05663 (\$1.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Czech, English, Language Research, Linguistics, *Literature Reviews, *Negative Forms (Language), Russian, Semantics, *Slavic Languages, Syntax

In discussing the views of leading linguists on the specific features of Slavic negation, the author reviews mainly Czech material and compares it with Russian and English works. This paper is part of a larger work on negation in which it is argued that a language system is a dynamic system based on oppositions (with predominant binary oppositions) where negation is latently present in weighing distinctions and discerning essentials from unessentials (i.e., in the lexical system, in denoting concepts) and before uttering judgments (i.e., in syntax). The theories of the following linguists are discussed in the present work: (1) van Ginneken, (2) Gebauer, (3) Travnicek, (4) Jespersen, (5) Mathesius, (6) Vachek, and (7) Skalicka. Otto Jespersen's "Negation in English and Other Languages," which explains a fluctuation in the development of negative expressions, is treated in some detail. The author gives recommendations for needed research on the semantics of the lexical system. The bibliography includes works consulted in the author's larger work but not cited here. (PM)

ED 091 926 FL 005 019

Gibson, James A.

Shuswap Grammatical Structure. Working Papers in Linguistics, Vol. 5, No. 5.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date May 73

Note—147p.; Ph.D. Dissertation, University of Hawaii

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—*American Indian Languages, *Descriptive Linguistics, Doctoral Theses, *Grammar, Language Research, Morphology (Languages), Morphophonemics, Phonology, Structural Analysis, Structural Grammar, Syntax

Identifiers—*Shuswap

This dissertation describes the grammatical structure of Shuswap, an American Indian language of the Salishan family spoken in British Columbia, Canada. The research was carried out on the Naskanlith Reserve near Chase, British Columbia, during the summers of 1966-69. Prior to this study, the language was last investigated

before the turn of the century. The grammar is described in four parts: phonology, morphophonemics, morphology, and syntax. In addition to the detailed structural analysis, the author includes a preface describing the historical background of Shuswap. (Author/PM)

ED 091 927 FL 005 027

Rodgers, Theodore

The Concept of Linguistic Difficulty. Working Papers in Linguistics, Volume 3, Number 4.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Apr 71

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Contrastive Linguistics, *Interference (Language Learning), Language Development, Language Universals, *Linguistic Difficulty (Inherent), Linguistics, *Linguistic Theory, Second Language Learning

Experimental work on the concept of linguistic difficulty is summarized. Inherent linguistic difficulty is distinguished from contrastive linguistic difficulty. Studies of phonological acquisition are cited which tend to support the notion of an ordered acquisition of language features, and it is recommended that we look to cross-linguistic evidence, to linguistic universals, for guidance in establishing measures of pronounceability for particular sounds and sequences of sounds. In discussing semantic difficulty, the author focuses on the need for the language learner to discover the semantic correlates of the various parts of speech. The need for more study in the area of contrastive difficulty is noted, and existing work in contrastive phonology is discussed. (PM)

ED 091 928 FL 005 040

Harris, Brian Hofmann, Thomas R.

FABS (Formulated Abstracting): An Experiment in Regularized Content Description.

Ottawa Univ. (Ontario). Dept. of Linguistics and Modern Languages.

Note—12p.; Paper presented at the First Open Conference of Information Science in Canada (1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Abstracting, Abstracts, *Documentation, English, French, Information Dissemination, *Information Processing, Information Science, *Scientific Methodology

This preliminary report of research conducted at the Linguistics Documentation Centre of the University of Ottawa describes a bilingual experiment into the elaboration of well structured formula routines for making the writing of abstracts easier, and at the same time standardizing and generally augmenting the information given in them. The methodology of formula construction and expansion is detailed, and examples of formulated abstracts are included. A reduction in the cost and an increase in the speed of abstracting are expected to result from further research. (Author/PM)

ED 091 929 FL 005 419

Josselson, Harry H.

Development of a Russian Idiom List. Final Report.

Wayne State Univ., Detroit, Mich. Dept. of Slavic Languages.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—9-7710

Pub Date Jul 72

Contract—OEC-0-9-097710-3733(014)

Note—85p.; Idiom list is available from Wayne State University Press

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Computational Linguistics, Computer Programs, *Idioms, Information Processing, Language Research, Programming, *Russian

Identifiers—*National Defense Education Act Title VI, NDEA Title VI

This research is designed to fulfill the need of scholars, teachers, and developers of teaching materials who are active in the study and compilation of Russian textbooks. Through computer processing, the idioms were classified on the basis of pertinent linguistic criteria, including phonological, morphological, and syntactic information. Included in the present report is a description of the linguistic and computer opera-

tions used to extract the data and the three main programs developed during the course of the work. These programs are written in OS/360 assembler language. It is hoped that the results of this research will provide a foundation for later expansion of the idiom list and also a procedure by which both expansion of this list and compilation of other lists can be made possible through appropriate computer utilization. The actual idiom list is not included in this report. (Author/PM)

ED 091 930 FL 005 912

Teaching English as a Second Language in the Middle Grades.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 71

Note—198p.; Curriculum Bulletin, Series No. 7

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 (free to NYC public schools, others \$3.50)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*English (Second Language), Interference (Language Learning), *Intermediate Grades, Language Ability, Language Instruction, Pattern Drills (Language), Pronunciation Instruction, Reading Instruction, *Teaching Guides, *Teaching Techniques

This comprehensive teachers' manual was designed to acquaint New York City school teachers with the philosophy, techniques, and materials of teaching English as a second language to pupils in the middle grades. The contents include: (1) basic considerations of language learning; (2) English structure; (3) samples of oral pattern practice drills; (4) suggestions for instruction of pupils with elementary speaking skills; (5) methods of teaching reading; and (6) structure of the special language lesson. A supplement follows with a scale for rating oral language ability, sound production exercises, comparative analyses of English and other languages, and a bibliography. (HW)

ED 091 931 FL 005 936

Harrington, Judith

An Annotated Bibliography of Recent Work on Black English.

Note—42p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, Literature Reviews, *Negro Dialects, *Nonstandard Dialects, Periodicals, Psycholinguistics, Research Reviews (Publications), Serials, Sociolinguistics, State of the Art Reviews

The material in this 125-item annotated bibliography is limited primarily to articles and reports published during 1971. The resources used were those available in the greater Rochester, N.Y., area. The Rochester Regional Library Council's "Union List of Serials" was the authority used for serial holdings of area libraries. ERIC document numbers, "Language and Language Behavior Abstracts" numbers, and "Dissertation Abstracts" numbers are provided where available. The items here include bibliographies, field reports, historical articles, state-of-the-art surveys, and other related material, but no book-length works. The annotations attempt to show each author's viewpoint and to indicate the audience intended if the title does not make that clear. (Author/KM)

ED 091 932 FL 006 077

A Brief Guide to Bilingual Education.

Center for Applied Linguistics, Washington, D.C.

Pub Date 71

Note—9p.; Adapted in part from "A Handbook of Bilingual Education" by Muriel R. Saville and Rudolph C. Troike. Washington, D.C.: Center for Applied Linguistics/ERIC, 1970; 2nd edition revised, Teachers of English to Speakers of Other Languages, 1971

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia, 22209 (single copy free, each additional copy \$0.25)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Bilingual Education, *Community Involvement, Community Programs, Intercultural Programs, *Language Instruction, Parent Participation, *Program Design, Program

Guides, Program Planning, Research Needs, Teacher Selection

Basic questions about bilingual education are answered in this guide: (1) What is bilingual education? (2) Why have bilingual education? (3) Who is bilingual education for? (4) When should bilingual education begin? (5) How does a bilingual program start? A program design is provided, listing the methods by which a community may initiate bilingual education in a local school district, including guidelines for teacher selection and training, as well as methods for encouraging community participation. In addition, the most important research needs are cited. Sources of professional assistance and information and a list of materials centers and publications are included. (LG)

ED 091 933 FL 006 083

Wolfram, Walt

Sociolinguistic Aspects of Assimilation: Puerto Rican English in New York City.

Center for Applied Linguistics, Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-3-70-0033(508)

Note—254p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia (\$8.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Cultural Environment, Culture Contact, Economically Disadvantaged, English, Linguistic Theory, *Nonstandard Dialects, *Puerto Ricans, *Social Dialects, Social Influences, *Sociolinguistics, Spanish Identifiers—New York City

This book looks at the essential dynamics of language contact and linguistic assimilation from a current sociolinguistic perspective by focusing on the English of second generation Puerto Rican teen-agers in New York City. General sociolinguistic principles are extrapolated from the author's detailed investigation of several linguistic variables (th, syllable-final alveolar stops, negation) within the context of three competing influences on the subjects' speech: the standard English of mainstream society, the Puerto Rican Spanish spoken at home, and the vernacular Black English of the surrounding indigenous community. (AG)

ED 091 934 FL 006 087

Fidelholtz, James L., Ed.

Conference on American Indian Languages Clearinghouse Newsletter. Vol. 1, No. 1.

Pub Date Jun 72

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—American Indian Culture, *American Indian Languages, *American Indians, Biculturalism, *Bilingual Education, Child Language, Educational Programs, English (Second Language), Language Instruction, Linguistics, Newsletters, Second Language Learning

This newsletter was begun in an effort to apprise persons, primarily linguists, working with and for the benefit of American Indians of various projects on which other persons in a similar capacity are working. The main areas treated are: (1) the improvement of Indian literacy in their native languages, (2) various efforts to make the expertise developed in Amerindian linguistics available to Indians and teachers of Amerindian languages. The newsletter contains a description of current projects, including Indian language teaching programs and a British Columbian project involved in preserving the languages and oral cultural traditions of the Salish-speaking areas. A list of recent publications and ERIC documents dealing primarily with child language, the teaching of English to American Indians, and bilingual-bicultural education is included. (PM)

ED 091 935 95 FL 006 091

Gair, James W. Karunatilaka, W. S.

Literary Sinhala.

Cornell Univ., Ithaca, N.Y. Dept. of Modern Languages and Linguistics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-2-2055

Pub Date 74

Contract—OEC-0-72-1106

Note—453p.

Available from—South Asia Program and Department of Modern Languages and Linguistics, Cornell University, Ithaca, New York

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Composition (Literary), *Grammar, Indo European Languages, Reading Instruction, Reading Skills, *Sinhalese, *Textbooks, Written Language

Identifiers—National Defense Education Act Title VI, NDEA Title VI, Sri Lanka

The present text is an introduction to the literary form of Sinhala, the official language of Sri Lanka. It is intended for those students who have a basic command of the colloquial language, specifically the equivalent of at least 24 lessons of "Colloquial Sinhalese" by G. H. Fairbanks, J. W. Gair, and M. W. S. De Silva (South Asia Program, Cornell University, 1968). Literary features of the language are often described in terms of their colloquial equivalents as presented in the earlier book. Each of the 15 lessons here includes a main reading and a glossary. These are graded for grammatical features so that they must be done in order. The grammar section of each lesson deals with new features found in the main reading. Each lesson concludes with two supplementary readings which introduce no new grammatical features but give further practice on ones already studied. A cumulative glossary, Sinhala-English, concludes the text. (Author/PM)

ED 091 936 FL 006 092

Ferguson, Charles A.

A Sample Research Strategy in Language Universals. Working Papers on Language Universals, Number 6.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Oct 71

Note—25p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Language Research, *Language Universals, *Linguistic Patterns, *Linguistic Theory, Morphology (Languages), Phonetic Analysis, *Structural Analysis, *Syllables

The paper presents a set of linguistic phenomena illustrative of the notion "universal tendency". Linguistic generalizations are regarded here not as isolated, "true-or-false" propositions but as embedded in a hierarchy of competing forces. An "exception" to a universal is thus seen as the result of the prevalence of another conflicting universal tendency. Examples discussed are taken from Latvian child language, Bengali word order, and from the characteristics of the copula in a number of languages, particularly Bengali and Amharic. (Author)

ED 091 937 FL 006 093

Ullian, Russell

A Typological View of Metathesis. Working Papers on Language Universals, No. 7.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Dec 71

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Diachronic Linguistics, Distinctive Features, *Language Patterns, Language Universals, *Linguistic Theory, Morphology (Languages), Morphophonemics, *Phonological Units, Structural Analysis Identifiers—*Metathesis

Metathesis was examined as a more or less systematic process that tends to preserve segments or features that would otherwise be lost or changed through the effects of other processes, notably reduction, assimilation, epenthesis, et al. It was also shown that metathesis is recessive as opposed to most other competing processes. With one exception, a direct correlation between susceptibility to metathesis and resonance of the segment type was established. Formal types and some of the major causes of metathesis were investigated: reduction, open syllable canon, analogy, phonological constraints, anticipation, et al. (Author)

ED 091 938 FL 006 099

Rubin, Joan, Ed. Shuy, Roger, Ed.

Language Planning: Current Issues and Research. Georgetown Univ., Washington, D.C. School of Languages and Linguistics.

Pub Date 73

Note—121p.

Available from—Georgetown University Press, Washington, D. C. 20007 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Language Development, *Language Planning, Language Standardization, *Language Usage, National Programs, Official Languages, Policy Formation, *Sociocultural Patterns, *Sociolinguistics, Standard Spoken Usage

This volume contains nine papers presented at a discussion session on language planning at the 1972 Georgetown University Round Table. Papers by Bjorn H. Jernudd and Joan Rubin emphasize language planning as only one kind of treatment for language problems. Aaron Bar-Adon and T. P. Gorman discuss language treatment activities, indicating that local and national treatment of language is a common phenomenon. Bar-Adon discusses the Galilee dialect, which demonstrates the fostering of a particular dialect of Hebrew. Gorman describes how recent language policy statements in East Africa are a part of a political scheme to regulate the communicative conduct of the members of the public service. Several of the papers speak of the motivation and rationalization behind language policy. Parker discusses the importance of the continuing misconception of Quechua as a single language for the recently accelerated efforts in Peru to promote bilingual education. Pool, in an analysis of recent sociolinguistic questionnaires in Canada, considers similarities and differences in attitude among French and English speaking citizens. Barnes offers a background to language determination in China. Each of these papers speaks to the sociopolitical problem involved in language determination. An appendix includes two papers translated by Paul Garvin which give the principles of language development of the Prague School of Linguistics. (Author/LG)

ED 091 939 FL 006 101

Crystal, David

The Educational Use of Linguistics.

Pub Date Jan 73

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Applied Linguistics, Curriculum Development, English Education, *Language Instruction, *Language Programs, Linguistic Competence, *Linguistic Theory, Second Language Learning, *Teacher Education, Teaching Techniques

Linguistics can contribute to language education by making teachers empirically aware of the complexity of language, methodologically attuned to improved teaching techniques, and theoretically informed about the general nature of language. Past education projects which have been affected by the application of linguistic principles are Breakthrough to Literacy, which involved the recognition of linguistic competence, and Literary Stylistics, which employed linguistics for understanding literary effects. The potential contribution of linguistics to language education is high. However, there are difficulties of implementation which must be overcome. The primary difficulty in the use of linguistics is the amount of formalism the subject contains, prohibiting its application to classroom teaching. Thus, what teachers need is not linguistics, but functional "language awareness" as employed in the Language in Use Project. However, "language awareness" must be based on "linguistic awareness," which involves establishing training criteria for teachers that will close the gap between formalism and functionalism. (LG)

ED 091 940 FL 006 104

Exelrod, Alan B.

Litigating the Rights of the Bilingual School Child to Equal Educational Opportunity.

Pub Date [73]

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Bilingual Education, *Chinese Americans, Court Litigation, Educational Discrimination, Educational Opportunities, *English (Second Language), Equal Education, Language Programs, Nondiscriminatory Education, Non English Speaking

In the Lau vs. Nichols case, a suit was brought by Chinese-speaking students against the San Francisco Unified School District, asking the district to implement programs in Chinese that would permit them to learn English. The basic claim of these non-English-speaking children is that in refusing to meet their learning needs, the district is violating their right to adequate education.

tional opportunity under the equal protection clause of the Constitution. The social, economic, and political discrimination against the Chinese and Mexican-Americans forced them into an isolation that has resulted in large communities of non-English-speaking students in California and the Southwest. Since language is an integral part of the ethnic culture of the students involved, discrimination based on language is one manifestation of discrimination based on national origin. In the Lau case, the Ninth Circuit Court ruled that there could be no state action unless the school district had a specific intent to discriminate. However, the Supreme Court on other occasions has found a seemingly nondiscriminatory policy to be a violation of equal protection when it had a discriminatory impact. It is possible to find both the teachers and the funds to implement the required programs, and the question now is to what extent the courts will become involved in the education process. (Author/PM)

ED 091 941 FL 006 110
Bell, Alan

Some Patterns of Occurrence and Formation of Syllable Structures. Working Papers on Language Universals, No. 6.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Oct 71

Note—115p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Descriptive Linguistics, Language Classification, Language Typology, *Language Universals, Linguistic Patterns, *Linguistic Theory, Structural Analysis, *Syllables Identifiers—*Markov Chain Process

A particular aspect of syllable structure, length of syllable margins, was investigated with the aid of a Markov chain model. The model represented explicitly the dynamic relationship between types of syllable structure and the historical processes that affect them. It is proposed that the regularities concerning syllable types (universality of CV syllables, etc.) are best understood and explained if they are assumed to be nondeterministic—referring to the relative frequency of occurrence rather than occurrence vs. nonoccurrence. A number of specific generalizations about other aspects of syllable structure are also proposed on the basis of the data and the analysis. (Author)

ED 091 942 FL 006 112
Moravcsik, Edith A.

Some Cross-Linguistic Generalizations About Yes-No Questions and Their Answers. Working Papers on Language Universals, No. 7.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Dec 71

Note—153p.; Ph.D. Dissertation, Stanford University

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Deep Structure, *Language Universals, Linguistic Theory, Questioning Techniques, Sentence Structure, Surface Structure, Syntax, Transformation Theory (Language)

Identifiers—Yes No Questions

Four hypotheses concerning the linguistic structure of yes-no questions and their answers are considered as hypotheses relating to the abstract structure of yes-no questions and to this abstract structure in all human languages. The universal base hypotheses are the following: (1) The abstract representation of all yes-no questions includes two disjunctively connected declarative sentences, symbolizable as X or Not-X. (2) The abstract representation includes a component paraphrased as I ASK YOU TO TELL ME. (3) For a semantic subclass of yes-no questions, those called "biased" ones, the abstract representation includes an additional declarative sentence. (4) Answers and questions are in a member-to-class relationship with each other. Eighty-five languages form the data base against which these hypotheses are tested. The structure of all yes-no questions is shown to be, on some level of representation, complex rather than simple. The underlying X or Not-X structure is shown to be subordinated to a sentence paraphrased as I ASK YOU TO TELL ME. The underlying structure of tag questions differs from that of neutral yes-no questions since it contains an additional copy of the suggested answer. Evidence is also found to support the fourth hypothesis. (Author/PM)

ED 091 943

Wolfram, Walt

Generative Phonology: The Basic Model.

Pub Date May 74

Note—26p.; Paper presented at the Preconvention Workshop on "Linguistics and Reading: Theory into Practice," International Reading Association (May, 1974)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Distinctive Features, *Generative Phonology, Linguistics, Linguistic Theory, Phonemics, Phonological Units, *Phonology, Transformations (Language), *Transformation Theory (Language)

The term generative phonology refers to statements, rules or axioms which can produce all but only those well-formed utterances of a language. The goal of this theory is to make precise and explicit the ability of native speakers to produce utterances of a particular language. In generative phonology, the level of the phoneme is redefined to match the deeper level of abstraction aimed for in the most efficient conception of phonological processes. It is the task of the phonological rules to account for the predictable aspects of pronunciation whether they relate to alternate pronunciations of the same basic morpheme or different phonetic forms that a sound can take. These rules, made to look like "mathematical formulas," provide an explicit means of capturing the general principles of various phonological processes: 1) assimilation, 2) neutralization, 3) deletion, 4) coalescence, 5) epenthesis, and 6) redistribution. The incorporation of distinctive features into a generative phonology allows the linguist to state explicitly important generalizations about the phonology of a language. (PM)

ED 091 944

Anwar, Mohamed Sami

The Grammatical Theory of Contrastive Analysis: A New Approach.

Pub Date [72]

Note—106p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Arabic, *Contrastive Linguistics, Cross Cultural Studies, *English, Grammar, *Interference (Language Learning), *Language Instruction, Language Patterns, Linguistic Theory, Second Language Learning, Syntax

This work asserts that contrastive analysis should be regarded as a technique of research and not limited to error prediction and material preparation. Introductory observations are made on the state of the field, the domain of contrastive analysis, contrastive analysis and transfer, and contrastive analysis and foreign language instruction. In considering the psychological reality of contrastive theory, the established theories of error predictability and interference are shown to be unsuitable, because in the learning of a foreign language, the native and foreign grammars interact, forming a "super-grammar," the evidence for which is drawn from psychology, theoretical grammar models, and linguistics facts. To support the validity of the "super-grammar" theory, current contrastive analysis approaches are demonstrated to be deficient because they separate the components of languages in order to contrast them, thereby ignoring the fact that language learning involves the internalization of the structure of a language as a whole. Because this kind of analysis is faulty, a new, more comprehensive approach is necessary, one which answers the question, "How are syntactic structures organized to convey meaning?" rather than "How are syntactic structures organized when viewed in isolation?" This new view considers extralinguistic factors as well as linguistic factors. (LG)

ED 091 945

Spears, Richard A.

Elementary Maninka-Kan. Final Report.

Northwestern Univ., Evanston, Ill.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-2-2059

Pub Date Nov 73

Contract—OEC-0-72-1197

Note—256p.; 12 35mm transparencies and 5 7-inch reels of tape recordings are available through author: Richard A. Spears, Language Laboratory, Northwestern University, Evanston, Illinois 60201

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

FL 006 113

Descriptors—*African Languages, Audiolingual Skills, Conversational Language Courses, *Language Instruction, Language Skills, *Mandingo, *Pattern Drills (Language), Pronunciation Instruction, *Tone Languages, Uncommonly Taught Languages

This course is an introduction to Maninka-kan, a language spoken by six large populations in West Africa. It makes no claim to being the definitive work in the language, but it provides a basis for continued study. The two major sections of the course are: (1) technical information about the language, plus a number of tonal and grammatical drills; and (2) material for memorization programmed to be used simultaneously with the grammatical explanations, consisting of common phrases, questions, and fifteen narratives accompanied by color transparencies. Tone and tonal changes in Maninka-kan are considered to be of such major importance that the entire course is built around these two areas, and every effort has been made to maximize the understanding of tone in all of the drills and narratives. (Author/LG)

ED 091 946

Research and Training Opportunities Abroad and Foreign Curriculum Consultants in the United States 1975-76.

Office of Education (DHEW), Washington, D.C.

Report No—DHEW-OE-74-19503

Pub Date 74

Note—25p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.55)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Area Studies, Cross Cultural Training, Educational Research, Foreign Relations, Higher Education, *International Programs, *Research Opportunities, *Student Exchange Programs, *Study Abroad, World Affairs

This booklet lists international exchange programs for 1975-76 designed to help strengthen American education in foreign language, area studies and world affairs. The legislative background of the programs is followed by an outline of the administration and funding provisions for the 1975-76 programs. Four available programs are listed: doctoral dissertation research abroad, faculty research abroad, group projects abroad, and foreign curriculum consultant programs. In addition, related programs of the division of international education are discussed. For each of these programs, a full description is given, including a listing of eligibility requirements, financial provisions, application procedures, evaluation criteria, selection procedures, and related programs. (LG)

ED 091 947

Kalikow, Daniel N. Rollins, Ann M.

Information Processing Models and Computer Aids for Human Performance. Second Language Learning.

Air Force Office of Scientific Research, Arlington, Va.; Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No—AD-777-175; AFOSR-TR-73-2334

Pub Date Dec 73

Note—58p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-777-175, PC \$3.75, MF \$1.45)

Document Not Available from EDRS.

Descriptors—Articulation (Speech), *Computer Assisted Instruction, Educational Experiments, *Mandarin Chinese, Models, Performance Criteria, Programmed Instruction, *Pronunciation, *Second Language Learning, Simulators, Speech Skills

The task is to carry out the final development of a computer-based system for automated instruction of the new speech sounds of second languages, and to field-test this system for two language pairs: English speakers learning Mandarin Chinese, and Spanish speakers learning English. This report describes the first evaluation experiment of the Mark II model of the Automated Pronunciation Instructor (API) system. Two matched groups of students of elementary Mandarin Chinese were studied. One group was tested and trained with the API system; the other was simply tested within the same time frame. Despite the severe limits in the breadth of the student

sample and in the time available for training, an improvement was generally observed in the Chinese speech of the students exposed to the API system. (Author/PM)

ED 091 948 FL 006 129

Finocchio, Mary

The Crucial Variable in TESOL: The Teacher.

Pub Date Mar 74

Note—31p.; Speech delivered at the Lackland Air Force Base, English Language Branch, Defense Language Institute

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Adult Education, Bilingual Teachers, *Cultural Awareness, *Curriculum Development, *English (Second Language), Nonstandard Dialects, Social Integration, *Teacher Characteristics, Teacher Influence, *Teacher Role

Teaching English to Speakers of Other Languages and Dialects is a complex task. However, there is a growing awareness of the similarities of the various types of English teaching, as well as a recognition of the need for communication among teachers. Well-designed TESL or TEFL curricula, regardless of the type of program, share certain objectives and principles which emphasize the need for integration of the student into the target language community through carefully designed linguistic and cultural instruction. The differences in the varying TESOL programs can be summarized as follows: (1) ESL teachers of immigrants and residents deal with the problems of acculturation to the English environment; (2) bilingual teachers face the complex problems arising from an experimental method; (3) teachers of students with Black English dialects confront the problem of an ethnic identification that is threatened by language standardization; (4) ESL for transient foreign students deals with the need for partial acculturation for the accomplishment of immediate goals; and (5) adult education programs cope with complex problems due to the variety of students. In all these programs, the most important variable is the prepared teacher, whose enthusiasm and interest are the primary motivation for the students. (LG)

ED 091 949 FL 006 140

Fidelholtz, James L., Ed.

Conference on American Indian Languages Clearinghouse Newsletter, Vol. 1, No. 2.

Pub Date Sep 72

Note—26p.; Some pages may reproduce poorly; Mailing list deleted

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—American Indian Culture, *American Indian Languages, *Bilingual Education, Bilingualism, Educational Legislation, Language Instruction, Linguistics, Newsletters, Second Language Learning

The bilingual education bill passed by the Alaska legislature is summarized in this issue, as is the bilingual education law of Massachusetts. The Alaskan bill establishes a bilingual program of education for Native Alaskans and provides for the creation of the Alaskan Native Language Center at the University of Alaska. While the Massachusetts bill is aimed primarily at Spanish and French-speaking minorities, excerpts from the bill are contained in the newsletter since many of its provisions may be relevant to legislation which could be enacted in other States with Indian-language-speaking minorities. This issue describes several projects in progress, including a report on the development of materials in Cherokee by the Cherokee Bilingual Education Program in Oklahoma. Excerpts from B. Spolsky's paper "The Navajo Reading Study: An Illustration of the Scope and Nature of Educational Linguistics," K. Hale's "Some Questions about Anthropological Linguistics," and T. Klokaid's "An Introduction to the West Coast Language of Vancouver Island" are included. The issue also contains an annotated list of books and articles dealing with bilingualism and such languages as Algonquian, Cree, Navajo, Micmac, and Papago. (PM)

ED 091 950 FL 006 156

Burt, Marina K.

Error Analysis in the Adult EFL Classroom.

Pub Date Jun 74

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Adult Students, *English (Second Language), *Error Patterns, Grammar, Language Instruction, Linguistics, Second Language Learning, Syntax, Teaching Techniques

In recent years, there has been a growing research interest in the analysis of errors adults make while learning a second language. The underlying objective of most of these analyses has been to reveal the systematicity of adult errors in an effort to understand the process of adult second language learning. This paper deals with errors from a different point of view, namely, from the listener or reader's point of view. The question asked is, which types of errors cause the listener or reader to misunderstand the message intended by the EFL learner? Based on the judgments of native English speakers about the comprehensibility of hundreds of sentences containing errors of EFL learners all over the world, linguistic criteria for determining the communicative importance of learners' errors are suggested. Areas of English syntax that cause important communicative errors usually neglected in most EFL training materials are discussed. The paper concludes with the application of this particular error analysis approach to the EFL classroom. (Author)

HE

ED 091 951 HE 002 508

Cheit, Earl F.

Regent Watching.

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date Sep 70

Note—11p.; Speech presented at Town Hall in Los Angeles, September 24, 1970. Reprint from AGB Reports; v13 n6 March 1971

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Administrative Personnel, *Educational Administration, Governance, *Governing Boards, *Higher Education, Policy Formation, Speeches, *Trustees

Although government and order in colleges are the object of almost constant public discussion, there is little public discussion of the governing boards themselves. "Regent watching" should be encouraged because the regents, or the trustee model of university government, is better than its alternatives, and it should be studied, criticized, and improved. The theory of the board can be likened to that of a supreme court. Both are designed to achieve the ideals of constitutional independence and policymaking protected from the passions of the majority of the moment. Much of the history of the American college and university is told by the relationships that boards of trustees create to administer their trust. The four distinct stages that take place when a board-university relationship becomes troubled are presented, along with historical examples of exceptional regents administration. (Author/PG)

ED 091 952 HE 004 443

Seltzer, Mildred M.

Contemporary College Women View Their Position.

Spons Agency—Miami Univ., Oxford, Ohio.

Pub Date [73]

Note—23p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Females, *Feminism, *Higher Education, Identification (Psychological), Role Perception, *Student Attitudes, Surveys, *Womens Education

Based on a sample of (466) midwestern college women, this study reported on differences in feminine role orientation related to: (1) the student's year in college, (2) whether she was on a branch or the central campus of the university where research was to be conducted, and (3) whether she was working for a baccalaureate or Ph.D. degree. Results of the study indicate that freshmen women have more traditional and less secular "modern" feminine role orientation than upperclass women and Ph.D. students but less than branch campus women. Women were found to be more flexible in attitudes toward the behavior of others than about their own behavior. There was found to be a congruence between attitudes toward another's behavior and one's own. (Author/PG)

ED 091 953 HE 005 394

Dellenback, John

[Financial Aid to Independent Students at the Post Secondary Level: The Federal Government's Role]

Pub Date 31 Mar 74

Note—16p.; Speech given before the College Entrance Board (Dallas, Texas, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Educational Finance, Equalization Aid, *Grants, *Higher Education, Incentive Grants, Speeches, *Student Costs, Tuition, *Work Study Programs

One of the new and complex issues related to student aid is the independent student controversy. The author wishes to increase the Basic Opportunity Grant (BOG) and substantially increase work study to help the independent student. For the immediate future the author would like to see: (1) The BOG refined as a major Federal grant program committed to equalizing access to postsecondary education; (2) the phasing out of the Supplemental Education Opportunity Grant Program; (3) work study programs broadened; (4) accessible student loan programs developed that would be available to any student; (5) a strengthening of the State student incentive programs. In education, the increased burdens on the public treasury will have to be met through increased taxes. The author concludes by hoping that both the States and Federal tax laws will increasingly reflect progressive tax schedules so that the burdens will be borne most heavily by those who can afford it. (Author/PG)

ED 091 954 HE 005 413

Crookston, Burns B. And Others

Administration of Student Affairs at Community Colleges as Compared with Urban-Commuter Institutions. Technical Report No. 2.

National Association of Student Personnel Administrators, Detroit, Mich.

Spons Agency—Connecticut Univ. Research Foundation, Storrs.

Pub Date Feb 74

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Community Colleges, *Commuting Students, *Higher Education, Nonresidential Schools, Statistical Data, Student Personnel Programs, *Student Personnel Services, Surveys, *Urban Universities

This report presents the results of a survey of a pilot group of 19 community colleges as compared with 48 urban-commuter institutions. Tables 1-8 describe the sample of community colleges in terms of their enrollment, highest degree granted, accreditation group, location, ethnic predominance, and students housed. Data is also presented from the urban-commuter group. It may be noted that the community college sample is drawn from coeducational, public, predominantly white institutions. The succeeding parts of the survey concern the principal student affairs officer and student affairs organizational patterns. The data presented, while by no means definitive, do suggest there are unique characteristics that differentiate the administration of student affairs of community colleges from urban-commuter institutions. Appendixes contain the rationale and research design for the study and results of the survey of student affairs officers. (Author/PG)

ED 091 955 HE 005 431

Foreign Medical Students in the Americas: 1971-72.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Manpower Intelligence.

Report No.—DHEW-HRA-74-27

Pub Date Dec 73

Note—37p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1741-00069, \$0.55)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Enrollment, *Foreign Students, *Higher Education, *Medical Education, *Medical Students, Research Projects, Statistical Data, Surveys

Identifiers—*North America, South America
In order to accumulate data on foreign medical students in the Americas, medical schools of the member countries of the Pan American Health

Organization region of the World Health Organization were surveyed to acquire data on their student enrollments by country of origin, sex, and year of study for the 1971-72 academic year. A tabular questionnaire was designed in which total enrollment for each school could be recorded by sex, nationality, and year of study. The response rate to the survey questionnaire was 97.2%. Results of the survey encompass an overview of medical students in the Americas; U.S. citizens studying medicine in other countries of the Americas; U.S.-born medical students in Mexico; foreign medical students in selected countries of the Americas; and foreign medical students in the United States. (MJM)

ED 091 956

HE 005 435

Counellis, James Steve

Academic Productivity: Institutional-Level Theory. San Francisco Univ., Calif. Office of Institutional Studies.

Pub Date 74

Note—26p.; Paper presented at the Association for Institutional Research Forum (Washington, D.C. May 6-9, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Accountability, Educational Accountability, *Educational Administration, *Higher Education, *Measurement, *Models, *Productivity

Academic productivity is a generalized notion of measurement in terms of an output/input model. For this writer, this concept of academic productivity is a type of institutional-level theory concerned with monitoring one aspect of the university. Be it in financial indicators, the measurement of instructional effort, the calculation of FTE faculty, or finding out the character of the faculty extra-instructional services, the notion of academic productivity has generic applicability. This generic idea of academic productivity and several specific examples are described in this paper. (Author/PG)

ED 091 957

HE 005 456

A Look at Women in Education: Issues and Answers for HEW. Report of the Commissioner's Task Force on the Impact of Office of Education Programs on Women.

Office of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Note—148p.; Filmed from Best Available Copy

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Discriminatory Attitudes (Social), *Federal Programs, *Females, *Higher Education, *Sex Discrimination, *Social Attitudes

Identifiers—*Office of Education

This report examines sex discrimination in institutions of higher education and the implications for all Office of Education programs. Part I presents an overview of sex discrimination in education, including: (1) early education reinforces ideals of male superiority; (2) sex discrimination in secondary education; (3) biases in postsecondary education; (4) women with special needs encounter additional difficulties; (5) the education system as an employer; and (6) research and development. Part II describes the relationship between the federal education agencies and the pervasive sex discrimination documented in Part I. Chapter I outlines existing discrimination in Health, Education and Welfare programs and necessary steps to carry out a legal mandate to end discrimination in federal education programs. Chapter II presents a plan for creative federal leadership in fulfilling the spirit of the laws against sex discrimination. (Author/MJM)

ED 091 958

HE 005 461

Open Doors 1973. Report on International Exchange.

Institute of International Education, New York, N.Y.

Pub Date 73

Note—75p.

Available from—Institute of International Education, 809 United Nations Plaza, New York, New York 10017 (\$5.00)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—College Faculty, College Students, *Exchange Programs, Financial Support, *Foreign Students, Geographic Distribution, *Higher Education, Statistical Data, Student Characteristics, *Student Exchange Programs,

*Teacher Exchange Programs, Units of Study (Subject Fields)

This report on international exchange emphasizes educational exchange between the United States and other countries, statistical data concerning foreign students in the United States, foreign scholars in the United States, U.S. students abroad, U.S. faculty members abroad, and conduct of the surveys. Statistical data concerning foreign students in the U.S. covers area and country of origin, where they studied, fields of study, academic level, students holding immigrant visas, community and junior college students, length of stay, sources of support, and men-women ratio. (MJM)

ED 091 959

HE 005 465

Faricy, William H.

Department Affiliation and Faculty Reference Group: Some Effects on Faculty Opinions.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date 74

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*College Faculty, *Departmental Teaching Plans, Department Directors (School), *Higher Education, *Institutional Administration, Research Projects, Statistical Data, Surveys, *Teacher Attitudes

Opinions obtained by survey of faculty members of 42 universities on various aspects of department and university operations were categorized according to the faculty respondents' departmental affiliations. This paper reports an investigation of the relationship of faculty members' departmental affiliation to their responses to certain institution-related variables. Chi-Square tests of dependence and the phi coefficient of contingency were used to assess the variables' relationships. Most of the relationships were significant but weak. (Author)

ED 091 960

HE 005 491

Tuition: A Supplemental Statement to the Report of the Carnegie Commission on Higher Education on "Who Pays? Who Benefits? Who Should Pay?"

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 74

Note—92p.

Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Educational Finance, Educational Problems, *Higher Education, Statistical Data, *Student Costs, *Student Loan Programs, *Tuition

This report presents supplemental information to the initial Carnegie Commission report concerning tuition. Emphasis is placed on policy issues to be resolved, reasons for the commission's recommendations on tuition; more recent and more precise information; disaggregation of data by type of institutions; disaggregation of data by State; contrast and comparison of recommendations of the Carnegie Commission, Committee for Economic Development, College Entrance Examination Board, New York State, Pennsylvania State, and the Chancellor of the State University of New York; current controversial questions; equity; and additional comments concerning the tuition rise in public institutions, the proposed increases in the total sum available for Basic Opportunity Grants, and the interim nature of any financial plan. A statistical appendix is included. For related document, see ED 088 396. (MJM)

ED 091 961

HE 005 499

Onushkin, Victor G. And Others

Planning the Development of Universities—II. Analysis of the Questionnaire.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 73

Note—266p.

Available from—UNESCO, Place de Fontenay, 75700 Paris, France (ISBN 92-803-1058-5, \$9.25)

Document Not Available from EDRS.

Descriptors—College Faculty, *Educational Administration, Educational Development, Educa-

tional Finance, *Educational Planning, *Foreign Countries, Governance, *Higher Education, Questionnaires, Research Projects, University Administration

The questionnaire of the project "Planning the Development of Universities" was designed with the help of experts from all the continents of the world and covered most aspects of university activity. The sample group consisted of 107 universities of which 80 were from 50 different countries. This analysis of questionnaire responses includes a summary of the findings from the questionnaire, structure of the sample, the state of replies, university growth, university autonomy and the involvement of different bodies in the internal decisionmaking process, trends of change in university structure (1958-68), structure of the student body, teaching staff, innovation in the teaching work, evaluation of teaching programs, research in the universities, source of university finance, use of indexes for university planning, past and future factors of change in the university, and university functions and their priorities. Statistical data, the method of analysis of the questionnaire, the questionnaire, and a glossary of terms are also included. For part I of the research project, seminar on planning the development of universities, see related document ED 067 058. (MJM)

ED 091 962

HE 005 504

Huff, Robert A. Manning, Charles W.

Higher Education Planning and Management Systems: A Brief Explanation.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date May 72

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Colleges, *Decision Making, *Educational Planning, *Higher Education, Institutional Administration, *Management, Program Planning, *Resource Allocations, Universities

The theme of this document is that programmatic decision making can be carried out effectively only if appropriate kinds of information are made available. If an institution knows its objectives, it can define a course of action for the years ahead. Through use of a cost simulation model, it can forecast the resource implications of that plan. Student flow information will indicate which programs exhibit holding power and are most relevant to the needs and interests of the student population. Output measures can provide information related to the benefits or the value added to students and can be useful in identifying needed midcourse corrections. Planning and management systems can improve the management of resources allocated to higher education. (Author/MJM)

ED 091 963

HE 005 505

Huckfeldt, Vaughn E.

Change in Higher Education Management.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 72

Note—24p.; For related document, see ED 074 919

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—College Faculty, *Educational Change, *Educational Planning, Enrollment, Governance, *Higher Education, *Management, Program Content, Student Certification, *Surveys, Teacher Administrator Relationship

This paper presents: (1) an overview of the National Center for Higher Education Management Systems DELPHI survey to identify changes in postsecondary education, (2) an interpretation of the results of that survey, and (3) an interpretation of the changes in planning and management that will occur when the forecasted changes in education take place. The first two topics are treated in considerably greater detail in the NCHEMS report, "A Forecast of Changes in Postsecondary Education." The new material presented in this paper is the analysis of the planning and management implications of changes in student enrollments, certification methods, faculty-institutional relationships, program content, and governance issues. (Author)

ED 091 964 HE 005 506
Annual Report of the South Carolina Commission on Higher Education, January 1974.
 South Carolina Commission on Higher Education, Columbia.

Pub Date Jan 74

Note—88p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Annual Reports, *Educational Finance, *Educational Programs, Enrollment, Graduate Study, *Higher Education, Management Systems, Medical Education, State Aid, *Statewide Planning, Statistical Data
 Identifiers—*South Carolina

The South Carolina Commission on Higher Education's primary concern is the strengthening of all the state's institutions of higher learning to the end that quality education and training beyond high school may be available to every citizen who desires it and can be expected to profit from it. Included in this annual report are: changes in commission structure and personnel; summary of expenditures for 1972-73; program approvals; review of graduate program productivity; enrollments; student financial assistance programs; in-service teacher training; off-campus graduate education for teachers; higher education management information systems; state appropriations for colleges and universities; computer advisory committee; medical education; legislation affecting higher education 1972-73; commission publications and appendices containing statistical tables related to the text. (Author/PG)

ED 091 965 HE 005 513
Leslie, Larry L. Miller, Howard F., Jr.
Higher Education and the Steady State. ER-IC/Higher Education Research Report No. 4 1974.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—65p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Colleges, *Educational Finance, Educational Improvement, *Educational Innovation, *Enrollment, *Growth Patterns, *Higher Education, Universities

This paper examines the no-growth phenomenon in higher education. A framework is presented for viewing what is occurring in higher education as it seeks to resume a dynamic state of growth. Borrowing from Schumpeter's five categories of innovations by which business firms seek to gain a competitive edge over their rivals, an analytical framework is developed, and the current activities of higher education institutions and agencies vis-a-vis no growth are examined. The authors conclude that higher education is attempting to develop new products, i.e., new courses, programs, degrees; new methods of production, i.e., improving instructional and noninstructional productivity; new markets, i.e., new sources of students; new productive factors, i.e., dollar resources; and is reorganizing and restructuring the enterprise. (Author/MJM)

ED 091 966 HE 005 516
McKinney, T. Harry
Establishment of State Postsecondary Education Commissions.

Education Commission of the States, Denver, Colo.

Pub Date 74

Note—20p.

Available from—Higher Education Services, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203
 Journal Cit—Higher Education in the States; v4 n7 p185-204 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Advisory Committees, *Educational Improvement, *Higher Education, *Post Secondary Education, *State Action, State Agencies, State Programs

Identifiers—*Education Amendments of 1972 Section 1202

In late February 1974 a decision was made by the U.S. Department of Health, Education and Welfare to implement the State commissions under Section 1202 of the Education Amendments of 1972 on certification by the governors that their State commissions qualified under the act. Three options for meeting criteria set forth in Section 1202 were: (1) creation of a new commission that would meet the criteria; (2) designation of an existing State agency or State commission that already meets the criteria; and (3) augmenting an existing State agency or State commission to meet the criteria. Responses from every State are presented, including the desire to establish; option chosen; HEA programs assigned; commission name, address, telephone number, and principal staff officer; representation on the commission for general public, public 4-year institutions, public community and junior colleges, public vocational schools, private nonprofit institutions, proprietary institutions, and others. (MJM)

ED 091 967 HE 005 523

Ruskin, Robert S.

Individualized Instruction in Higher Education: A Bibliography.

Georgetown Univ., Washington, D.C. Center for Personalized Instruction.

Pub Date 74

Note—37p.

Available from—Center for Personalized Instruction, Georgetown University, Washington, D.C. 20007 (\$3.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Audiovisual Instruction, *Bibliographies, *Higher Education, *Individualized Instruction, Programed Instruction, *Teaching Methods

Identifiers—*Personalized System of Instruction, PSI

This bibliography is intended to be comprehensive (through December 1, 1973) in its coverage of articles, books, and conference papers on the personalized system of instruction. It also includes some papers dealing with related topics such as the audiotutorial method, individually prescribed instruction and, occasionally, programed instruction. Most of the papers are concerned with teaching at the college or postsecondary level. (Author/MJM)

ED 091 968 HE 005 524

Hull, W. Frank, IV, Ed.

The Christian College: Some Thoughts and Reflections.

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date Mar 74

Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Church Related Colleges, College Faculty, *College Role, *Educational Objectives, *Higher Education, *Private Colleges, Teacher Responsibility

This document presents three articles concerned with the Christian college. The articles include the idea of a college, responsibility for a Christian teacher, and scholarship and the rule of Christian faith. (MJM)

ED 091 969 HE 005 525

Teuth Annual Report and Recommendations of the Maryland Council for Higher Education Presented to His Excellency, The Governor and The General Assembly of the State of Maryland.
 Maryland Council for Higher Education, Annapolis.

Pub Date 74

Note—84p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Annual Reports, Colleges, Community Colleges, Degrees (Titles), *Educational Finance, *Enrollment Trends, *Higher Education, Private Colleges, Statistical Data, *Student Costs, *Transfer Policy, Universities
 Identifiers—*Maryland

This document presents the annual report and recommendations for the Maryland Council for Higher Education. Chapter I, recommendations, covers additional funding priorities, public aid to private higher education, transfer accreditation functions for higher education, charge back for community colleges, alternative ways for students who have participated in the tuition waiver for

teacher education program to fulfill their 2-year teaching obligation through public service, student financial assistance, confidentiality of student records, recommendations as a result of the community college master plan, and funding of the Maryland Academic Library Center for Automated Processing. Chapter II, statistics, presents statistical data concerning enrollment at Maryland colleges and universities; rank order of full-time undergraduate resident tuition and required fees; appropriations for public education; degrees granted; number of certificates conferred; and the number of associate, bachelor's, master's, doctorate, and first professional degrees conferred. Chapter III reviews the activities of the Maryland Council for Higher Education. (MJM)

ED 091 970 HE 005 526

Nies, Judith

Women and Fellowships.

Women's Equity Action League, Washington, D.C.

Pub Date Apr 74

Note—27p.

Available from—Women's Equity Action League Education and Legal Defense Fund, 795 National Press Building, Washington, D.C. 20004 (\$1.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Finance, *Fellowships, *Females, *Higher Education, *Scholarships, Sex Discrimination, *Women's Education
 Identifiers—Niemann Fellowship, *Rhodes Scholarship, White House Fellows

When women have been acknowledged to be doing original work in the sciences, sociology psychology; publishing many more books and articles than ever before; making their voices heard in professional associations, organizing art shows, giving voice and visibility to creative and new ideas in many fields—why do they remain outside the institutional reward system? Last year over 80% of the major fellowship awards went to men. There are many reasons that women are not found in higher numbers among fellowship applicants. One of the strongest is that the image of the fellowship recipient is male. Another difficulty is that information about many programs is informal, passing through word-of-mouth networks. Three recent developments are helping to change the situation: Title IX of the Higher Education Act; The Airlee House Conference which adopted a series of recommendations for opening up fellowship programs to greater participation by women; and the foundation that funds the fellowships. The succeeding sections concern 3 fellowships that have changed—Rhodes, Nieman, and White House Fellows; how to apply for fellowships; and how to choose the right fellowship. (Author/PG)

ED 091 971 HE 005 527

Sandler, Bernice

Admissions and the Law.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Pub Date May 74

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Admission (School), Admission Criteria, *College Admission, *Federal Legislation, *Higher Education, Laws, Recruitment, *Sex Discrimination

Identifiers—*Educational Amendments of 1972
 Following background information concerning admissions and the law, this document discusses admissions and Title IX provisions, types of discrimination in admissions, additional factors that affect admissions policies, the legality of affirmative recruiting or preference in admission, and what needs to be done to end discrimination in admissions. Types of discrimination in admissions are emphasized, including: (1) overtly discriminatory policies and practices, (2) overt sex-neutral policies that are not put into practice by those who implement them, (3) use of ostensibly fair procedures and policies that have a discriminatory effect, and (4) use of ostensibly fair criteria which have a discriminatory effect. (MJM)

ED 091 972 HE 005 528

Martin, Harold C.

The Board of Trustees and the Making of Academic Policy.

Pub Date 5 Mar 74

Note—16p.; Speech presented at the 10th Annual Conference on the Leadership Role of The Trustee, March 5, 1974, New York

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrative Personnel, Administrator Role, *Chief Administrators, *Educational Administration, *Governing Boards, *Higher Education, Speeches, *Trustees

Speaking in his capacity as trustee, the author deals with the role of trustees in academic decisionmaking. He emphasizes the pivotal nature of that role, arguing that because the institution's basic activity is public business, the management of it must clearly link reasonability with public accountability. He supports the prevailing faculty view that trustees have little business in the classrooms. He suggests that one function of the trustees should be to bring a broad experience of the world to bear on academic decisionmaking. At the same time, however, the businessman-trustee should recognize that there are special elements in academic life that may require some specialized experience as well. The board can make itself felt most effectively in academic matters by focusing its attention on people, on a responsible concern for the nature and welfare of the faculty body. Finally, trustees should also take the trouble to keep themselves informed about broad issues in education and about affairs of their own institutions. (Author/PG)

ED 091 973 HE 005 529

Bragg, Ann Kieffer

Journals of Education for the Professions: A Preliminary Study.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date [74]

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Business Education, Educational Research, English Instruction, *Higher Education, *Journalism, Law Instruction, Medical Education, *Professional Education, *Professional Occupations, *Publications, Teacher Education

Does the concern for various topics in professional journals cut across professional lines? The purpose of this study was to determine if a commonality of concern existed among the professions, as evidenced in the following journals: Journal of Medical Education; Journal of Legal Education; Journal of Teacher Education; English Education; and The American Association of Collegiate Schools of Business Bulletin. Conclusions include: (1) Journals of education within the individual professions were similar in purpose. (2) The educators in the individual professions shared a concern for curriculum and instruction, external relations, and professional standards and admissions, with secondary concern for the specific topics of field experiences, continuing and graduate education, faculty roles and attitudes, supply and distribution of practitioners, and professional education programs in other countries. (3) Medicine, teaching, and engineering all felt the pressures of supply and demand; and medicine and teaching, particularly, have had to face questions of professional ethics. (Author/PG)

ED 091 974 HE 005 530

Cavert, C. Edward, Comp.

Conference Proceedings: The First Annual National Conference on Open Learning in Higher Education.

Nebraska Univ., Lincoln. Great Plains National Instructional Television Library; Nebraska Univ., Lincoln. State Univ. of Nebraska.

Pub Date Jan 74

Note—210p.

Available from—State University of Nebraska, S-U-N, P.O. Box 82446, Lincoln, Nebraska 68501 (\$7.95)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Adults, Case Studies, Conference Reports, Educational Needs, *Educational Opportunities, *Higher Education, Instructional Technology, Learning Experience, *Open Education

Identifiers—*State University of Nebraska

This conference report concerns one of the major issues in American higher education—the broadening of educational opportunities for the many adults who find it impractical or impossible to continue their education in the more conven-

tional manner. The goal of the conference was to provide educators with information useful to the design of effective learning experiences for this segment of the population. General session topics described the broad field of open learning and defined the specific issues in technology-based open learning systems. Special sessions looked at the broad topic of open learning systems in higher education from the frame of reference established in conventional campus or institutional settings. Case study demonstrations exemplified how issues were recognized and resolved in various types of operational settings. Following each case study, speakers drew from the demonstration the key issues recognized and those that appeared to remain unresolved in that specific operational setting. Concurrent sessions provided detailed briefing information on the Nebraska-based State University of Nebraska program. Sessions on special topics communicated a broader range of information that may not have been categorized in the specific issues identified. Conference papers were selected from those submitted for consideration focusing on the issues of technology-based open learning systems. (MJM)

ED 091 975 HE 005 531

A Report of the First Thirty Months: January 1967 to June 1969. Policies and Activities.

Macquarie Univ., North Ryde (Australia).

Pub Date [74]

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Curriculum Development, *Effective Teaching, *Higher Education, Instructional Materials, *International Education, Teacher Education, *Teacher Improvement, *Teaching

Identifiers—Australia, *Macquarie University

The Centre for Advancement of Teaching at Macquarie University in Australia serves as an agency through which the University makes a contribution to increasing the effectiveness of teaching and learning at all levels: primary, secondary, and tertiary. To this end the Centre seeks to develop cooperation with the academic staff of the University, with teachers in primary and secondary schools, and with appropriate officers of the State Departments of Education and of Technical Education and of other appropriate agencies. The activities of the Centre include: (1) research into curriculum construction and teaching procedures at all levels; (2) the preparation of teaching materials of high quality; (3) the provision for teachers of the opportunity to extend their knowledge of the content and methodology of the subjects they teach; (4) contributions to the pre-service training of teachers; and (5) the dissemination of information on these matters that is available from other agencies in Australia and overseas. This report summarizes some of the achievements and activities of the Centre from January 1967 to June 1969, including the establishment of the new audiovisual centre. (Author/PG)

ED 091 976 HE 005 532

Linacre, E. T.

Centre for Advancement of Teaching Education Monograph Series. No. 2. Lessons Not Lectures.

Macquarie Univ., North Ryde (Australia).

Pub Date Aug 73

Note—40p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Course Descriptions, Curriculum Enrichment, *Effective Teaching, *Higher Education, *Lecture, Lesson Plans, *Teaching Methods, *Teaching Techniques

Identifiers—*Australia

In view of the well-known disadvantages of lecturing, and the practicability of teaching without them, why does lecturing remain the standard method in universities? To increase the chances of lectures being good, they should be fewer, and to offset their deficiencies they should be regarded as only one component of a combination of methods used in teaching a particular course. The displacement of lecturing from its central position in teaching makes time available for more dialogue with students in tutorials, for more student initiative in the library, the laboratory, and the field, and for improving the whole package of teaching methods used in the course. In what follows is an account of the way in which the transition was made in the teaching of one particular course, Climatology, starting from lec-

tures to become something quite different using extempore lecturing, prepared lecturing, notes for the student, readings, illustrations, tapes, free choice assignments, assessment of the student, and the student's assessment of the course. Appendices include the final evaluation of the course by the students, comparison of the different kinds of students and their course marks compared with other courses they have taken, and the ABCDE method of marking essays. (Author/PG)

ED 091 977 HE 005 533

Davis, John B., Comp. Balfour, Linda, Comp.

Statistical Abstract of Higher Education in North Carolina, 1973-74. Research Report 1-74.

North Carolina Univ., Chapel Hill.

Pub Date Apr 74

Note—168p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—College Admission, *College Faculty, Colleges, *Degrees (Titles), Educational Finance, *Enrollment Trends, *Higher Education, Statistical Data, Student Costs, *Transfer Students, Universities, University Extension, University Libraries

Identifiers—*North Carolina

This document reviews higher education activities in North Carolina including current enrollment, enrollment trends, undergraduate transfers, degrees conferred, faculty, library resources, extension activities, student costs, admissions, student financial aid, student housing, and financial statistics. Highlights indicate: (1) In fall 1973 a total of 150,261 fulltime and parttime students were enrolled in North Carolina colleges and universities; (2) The total 1973 enrollment increased by 1.5 percent over the 1972 figure; (3) More than 10,000 new undergraduate transfer students were enrolled; (4) The number of bachelor's degrees granted during the year ending June 30, 1973 increased by 6.3 percent; (5) In fall 1973 the number of fulltime faculty in public and private senior institutions was 8,585; (6) The number of bound volumes in libraries in fall 1973 was 5,554,403 in the public sector and 5,481,436 in the private sector; (7) Public and private senior institutions enrolled 64,413 persons in noncredit extension courses; (8) Tuition and required fees charges for the 1973-74 academic year for North Carolina students attending public senior institutions range from \$368 to \$601; (9) The mean Scholastic Aptitude Test score of entering freshmen in public senior institutions in fall 1973 was 451 on the verbal test and 486 on the mathematical test; (10) Financial aid for undergraduate students at all institutions varied greatly with average per recipient ranging from \$77 to \$4,500. (MJM)

ED 091 978 HE 005 534

Insights into Higher Education: Selected Writings of CSHE, 1969-73. Volume 1: Governance.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date 74

Note—157p.

Available from—Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Collective Bargaining, College Faculty, *College Role, Educational Finance, Federal Aid, *Governance, *Higher Education, *Institutional Administration, *Policy Formation

This document presents seven articles concerned with governance. Topics include: governance and institutional values; roles and structures for participation in higher education governance; changing governance patterns and the faculty; governance in higher education: authority and conflict in the seventies; collective bargaining; implications for governance; institutes and the university; and the trend toward government financing of higher education through students: can the market model be applied? (MJM)

ED 091 979 HE 005 535

Robinson, Thomas E.

Postdoctoral Education at the University of California, San Diego.

Pub Date 73

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Finance, *Higher Education, *Institutional Research, *Post Doctoral Education, *Program Costs, *Program Evaluation, Research Projects, Resource Allocations
Identifiers—*University of California San Diego

This paper presents the results of a comprehensive study of postdoctoral education at the University of California, San Diego (UCSD). The purpose of the study was to determine the basic facts about postdoctoral education at UCSD, so that those entrusted with academic, administrative, and legislative responsibilities regarding postdoctoral education could better cope with associated problems. The findings include: (1) Of the 214 postdoctorals identified, 54% are in the physical and biological sciences, 36% in the health sciences, 6% in mathematics and engineering sciences, and 4% in humanities and social sciences. (2) Principal investigators and department chairmen involved in postdoctoral education feel strongly that postdoctorals should be recognized as a part of faculty workload and included in resource allocation and planning activities. (3) The estimated level of magnitude cost to the university for supporting postdoctoral education is \$500,000, or an annual average per scholar of \$3,600 in the health sciences and \$1,500 in the nonhealth sciences. (Author)

ED 091 980 HE 005 536

Sheehan, Bernard S.

The Purpose of Analytical Models from the Perspective of a Data Provider.

Pub Date Mar 73

Note—15p.; Paper presented at the Spring Conference of the Society for College and University Planning (Washington, D.C., March 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Decision Making, *Educational Needs, Educational Policy, *Higher Education, *Management, Management Information Systems, *Models

The purpose of analytical models is to reduce complex institutional management problems and situations to simpler proportions and compressed time frames so that human skills of decision makers can be brought to bear most effectively. Also, modeling cultivates the art of management by forcing explicit and analytical consideration of important internal institutional relations and alternative policies, as well as strengths and weaknesses of institutional data bases and management information systems. This paper discusses the application of analytical models to higher education management from the vantage point of the data provider. Topics include management interests acceptable to modeling, data base/computer perspective, the interface between the decision maker and analytical models, limitations of modeling, and the question—to model or not to model. (Author)

ED 091 981 HE 005 537

Lozier, G. Gregory Mortimer, Kenneth P.

Anatomy of a Collective Bargaining Election in Pennsylvania's State-Owned Colleges.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Feb 74

Note—123p.

Available from—Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Collective Bargaining, *Collective Negotiation, College Faculty, *Elections, Governance, *Higher Education, *State Colleges, Teacher Characteristics, Voting
Identifiers—*Pennsylvania

Following introductory material, this report examines the collective bargaining election in Pennsylvania's state-owned colleges. The second section establishes the contextual framework for the election. This section discusses certain features of the Pennsylvania State Colleges, reviews the election campaign waged by the respective contending associations, and provides a brief analysis of respondents' answers to several open-ended questions at the end of the survey instrument pertaining to the issues in the campaign. The next five sections deal with the major issues being studied: faculty characteristics, the bargain-

ing unit, the associations, the scope of negotiations, and internal versus external governance structures as influences on voting behavior. A description of the issue and a discussion of the survey results are presented for each issue. The final section summarizes the report findings and cites several conclusions generated from these findings. (Author/MJM)

ED 091 982 HE 005 538

Reinwald, Bernard C.

A General Model of a Postsecondary Education Commission for the State of Florida.

Pub Date Feb 74

Note—247p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—*Advisory Committees, Doctoral Theses, *Educational Improvement, *Higher Education, *Models, *Post Secondary Education, Research Projects

Identifiers—*Education Amendments of 1972 Section 1202, Florida, Florida State Postsecondary Education Commission

The purpose of the study was to investigate and determine: (1) how key administrators of accredited Florida postsecondary educational institutions perceived specific compositional and structure features, functions, and authorities of a Florida State Postsecondary Education Commission (1202 commission) and (2) if there existed sufficient consensus between these perceptions to formulate a general model of a Florida State Postsecondary Education Commission. The population sample for the study included 122 accredited postsecondary institutions in Florida and 41 other accredited proprietary and vocational schools. The study was conducted through the utilization of two specially developed, forced-choice instruments and the Delphi technique. Results indicated it was possible to establish near and/or sufficient consensus for 15 of the original 18 statements pertaining to the conceptual makeup of a 1202 commission for the State of Florida. This was considered more than enough to design and develop a general model or paradigm of a State Postsecondary Education Commission (1202) for the State of Florida. The model is incorporated into this research. (Author/MJM)

ED 091 983 HE 005 540

Trow, Martin

Problems in the Transition from Elite to Mass Higher Education.

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 73

Note—57p.

Available from—Carnegie Commission on Higher Education, 1947 Center Street, Berkeley, California 94704 (Free)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Educational Problems, Enrollment, *Financial Problems, *Growth Patterns, *Higher Education, *Universal Education

In every advanced society the problems of higher education are problems associated with growth. Growth poses a variety of problems for the education systems that experience it and for the societies that support them. These problems arise in every part of higher education—in its finance, in its government and administration; in its recruitment and selection of students; in its curriculum and forms of instruction; in its recruitment, training, and socialization of staff—growth has its impact on every form of activity and manifestation of higher education. This essay argues that the problems facing higher education can be understood better as different manifestations of a related cluster of problems, and that they arise out of the transition from one phase to another in a broad pattern of development of higher education, a transition from elite to mass higher education, and subsequently to universal access. Underlying this pattern of development are growth and expansion. (Author/MJM)

ED 091 984 HE 005 541

Pifer, Alan

The Nature and Origins of the Carnegie Commission on Higher Education.

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 72

Note—18p.

Available from—Carnegie Commission on Higher Education, 1947 Center Street, Berkeley, California 94704 (Free)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Agency Role, *Educational Policy, *Educational Research, *Higher Education, *Organizations (Groups), Private Agencies
Identifiers—*Carnegie Commission on Higher Education

The nature and origins of the Carnegie Commission on Higher Education are discussed. Emphasis is placed on origin; membership; relationship to Carnegie Corporation and to the Carnegie Foundation for the Advancement of Teaching; relationship to higher education and government; the commission's legitimacy; schedule and activities; and achievements, shortcomings, and impact. (MJM)

ED 091 985 HE 005 544

Geographic Origins of First-Time Students. Fall 1972. Report No. 39.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date Mar 74

Note—186p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*College Freshmen, College Students, Demography, Enrollment, *Geographic Distribution, *Geographic Location, *Higher Education, Statistical Data, *Surveys, Universities
Identifiers—*State University of New York

This report presents the results of the annual survey of geographic origins or permanent residence of all first-time credit course students attending the institutions of the State University of New York during the 1972 fall term. Following summary tables of first-time students by institution and permanent residence of first-time students, Part 2 presents tables indicating permanent residence of first-time students at university centers, university colleges, health science centers, specialized colleges, statutory colleges, agricultural and technical colleges, and community colleges. Part 3 presents tables indicating the institution of first-time students by permanent residence of counties, out-of-state residence, and foreign countries. Part 4, the appendix, includes percent distributions and a comparison of high school graduates with first-time students by area, region, and county. (MJM)

ED 091 986 HE 005 545

Jensen, Ida-Marie

Tenure: A Selected Bibliography.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.

Pub Date 23 Apr 74

Note—31p.

Available from—Merrill Library and Learning Resources Program, Utah State University, College Hill, Utah (Free)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Bibliographies, *College Faculty, *Higher Education, *Job Tenure, Teacher Welfare, *Tenure

This extensive bibliography encompasses journal articles, books, dissertations, and monographs concerning various aspects of tenure. (MJM)

ED 091 987 HE 005 546

Jensen, Ida-Marie

Sabbatical Leave: A Selected Bibliography.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.

Pub Date 74

Note—5p.

Available from—Merrill Library and Learning Resources Program, Utah State University, College Hill, Utah (Free)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Bibliographies, College Faculty, *Higher Education, *Sabbatical Leaves, *Teaching Benefits

This 60-item bibliography presents books, journal articles, and dissertations concerning various aspects of sabbatical leave. (MJM)

ED 091 988 HE 005 547

Baker, Jack Karwowski, Gail Langer

The MSA (Minnesota Student Association) Method of Teaching Evaluation.

Twin Cities Student Assembly, Minneapolis, Minn.
Pub Date May 74
Note—102p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—College Faculty, College Students, Effective Teaching, *Evaluation Methods, *Higher Education, Research Projects, *Student Attitudes, Teacher Behavior, *Teacher Evaluation, *Teacher Rating.
Identifiers—*University of Minnesota

This system of student evaluation of teaching was developed for use at any teaching facility. Based on a 1964 study, the authors postulated that there are six "universal" dimensions of teaching that can be identified in diverse teaching situations. A random sample of 2,000 University of Minnesota students were asked to place "weights" on each of the six teaching behaviors isolated by Isaacson et al. There was no significant difference in the weights applied by last-year students in different colleges. Students were also asked if it were realistic to rate a teacher according to the percentage of time a teacher exhibits an effective teaching behavior. In general, students agreed it was. The finished system asks last-year students to compare the teachers in the student's major department and to state in percentages how often each professor exhibits each behavior. The average rating for each behavior times the applicable weight adds to a "Teaching Proficiency Index." Comparisons between and within departmental faculty are therefore possible without regard to instructional method. Such comparisons are valuable and necessary in order to (1) render the data generated by the student evaluation easily interpreted, and (2) point out the areas as well as the individuals within a University that need attention with regard to improving teaching performance. (Author)

ED 091 989 HE 005 548

Theodore, Athena

Academic Women in Protest.

Pub Date 28 Jan 74

Note—79p.; Expanded version of a paper presented at the annual meeting of the Society for the Study of Social Problems (New York, New York, August 25, 1973)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Activism, Behavior Change, *Change Agents, *Females, Feminism, *Higher Education, Research Projects, *Sex Discrimination, Social Attitudes

This paper is an exploratory inquiry into some aspects of protest for sex equality by academic women. The analysis is based on published and unpublished information on sex discrimination in academia, as well as a sample of 65 cases of academic women obtained from a pilot survey. Following introductory material, Part II emphasizes patterns of response to sex discrimination including sensitizing academics, use of "regular" channels, confrontation, and activism outside academia. Part III reviews the effects of protest on the individual and on the institution. Part IV analyzes the accomplishments and failures derived from protesting women's stratagems. Part V, an overview of future response to the women's movement, discusses the corrective actions that should be taken by government agencies and professional associations as well as needed academic reforms. (MJM)

ED 091 990 HE 005 549

Westin, Charles A.

Developing Better Methods for Obtaining Long-Term (Debt) Financing for Expansion of Physical Facilities at Small, Nonprofit, Traditional Midwestern Colleges.

Pub Date Jul 74

Note—128p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—*Educational Economics, *Educational Finance, Financial Policy, Financial Problems, *Higher Education, *Private Schools, *School Construction, Small Schools

This research explored the problem of private colleges borrowing money to pay for construction of needed buildings. The study revealed that most colleges had borrowed money in the past for construction. About two-thirds of those foresaw further construction, and one-half of those who planned to build also planned to borrow to meet

part of the cost of that construction. Both the lenders and the colleges included in the study still believed philanthropy to be an important source of funds for meeting the cost of college construction projects. The paper presents attitudes of colleges and lenders about long-term loans to private colleges. It sets forth models for government-related loan guarantee programs and tax-exempt bonding authorities, as well as presenting detailed instructions on completing a financial feasibility study for presentation to prospective lending institutions. The bibliography lists eighty sources of information, over fifty of which are discussed in the literature review. (Author)

ED 091 991 HE 005 550

Western Conference on External Degree Programs Proceedings.

California State Univ. and Colleges, Rohnert Park. Commission on External Degree Programs; California Univ., Berkeley. Office of Extended Academic and Public Service Programs; College Entrance Examination Board, Palo Alto, Calif.; Educational Testing Service, Princeton, N.J.

Pub Date Feb 74

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Conference Reports, *Educational Innovation, *External Degree Programs, *Higher Education, *Open Education, Speeches, *Universal Education

The proceedings of the Western Conference on External Degree Programs held in San Francisco, February 17-19, 1974, are presented. The keynote address discusses strategies for educational innovation, while two other speeches discuss the stresses of universalism and an interim conference report. Notes and questions from small group discussions, the conference agenda, and a list of conference participants are included. (MJM)

ED 091 992 HE 005 551

Freeman, Donald J. Niemeyer, Roger C.

The Impact of Written Comments on Student Achievement.

Pub Date 74

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Academic Achievement, College Faculty, *Graduate Students, Graduate Study, *Higher Education, Performance Criteria, Performance Factors, Research Projects, *Teacher Influence, *Teacher Response, Tests

This study sought to determine if an instructor of a competency-based course who sets performance standards at a comparatively low level might facilitate higher levels of student achievement through the use of written comments on unit posttests. Eighty-eight students in a graduate education course were randomly assigned to one of four experimental groups. Group 1 received comments on five posttests that encouraged them to adopt a higher "subjective" performance standard than that required in the course. Group 2 received similar comments on three posttests. Group 3 received standard comments on five posttests. Group 4 received no comments. Differences among the four groups on three measures of achievement were not statistically significant. (Author)

ED 091 993 HE 005 552

Fidler, Paul P. Smith, Robert C., Jr.

The Who's Who Program at the University of South Carolina—A Study of Student Opinion. Research Notes No. 20-74.

South Carolina Univ., Columbia. Div. of Student Affairs.

Report No—RR-20-74

Pub Date 28 May 74

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*College Students, *Higher Education, *Program Evaluation, Research Projects, Student Attitudes, *Student Leadership, *Student Opinion, Universities

Identifiers—*University of South Carolina, Whos Who Among Students in American Universities
In order to evaluate the Who's Who Among Students in American Universities and Colleges

program at the University of South Carolina, a brief opinionnaire was developed to sample student opinions concerning the program. During early March 1974, the opinionnaire was sent along with a self-addressed, campus-return envelope to the leaders of all 161 student organizations. Three weeks were allotted for the opinionnaire to be returned. Of the total sample, 62 opinionnaires were returned before the cut-off date. Results indicated: (1) From a selected sample of U.S.C. student leaders, 72.6% of the students believed selection to Who's Who to be of "great" or "some" importance. (2) Student opinion also revealed that leadership recognition and future employment interests were the two reasons most frequently expressed for Who's Who importance. (3) In view of the critical comments regarding the program's operation at U.S.C., it is recommended that the selection process be carefully reviewed. (Author/MJM)

ED 091 994 HE 005 553

Perspectives and Plans for Graduate Studies. 4. Geography 1973.

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Pub Date 74

Note—144p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5T 2T4 (R-74-4, \$5.00)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—*Geography, *Geography Instruction, *Graduate Study, *Higher Education, International Education, *Masters Degrees
Identifiers—*Canada

This report is one of a series of disciplinary planning studies carried out by the Advisory Committee on Academic Planning of the Council of Ontario Universities. The emphasis of the report is on forward planning, and it is hoped that it will help ensure the more ordered growth and development of graduate studies in Ontario's Universities. This report deals with all aspects of geography except geomorphology. Recommendations include: (1) Field work in geography should be considered an essential part of graduate education and be adequately financed by the universities. (2) The universities increase the rate of completion of doctoral degrees for students in geography. (3) The universities strengthen graduate work in geography, avoid unnecessary duplication and make use of all the resources available in the province. (4) The universities give consideration to introducing a parttime master's program designed especially for the needs of part-time students. Appendices include: the report of the consultants; comments by universities; procedures of planning study and terms of reference; and the membership of discipline groups. (Author/PG)

ED 091 995 HE 005 554

Durke, Frank M.

Update Study of the Financial Condition of Independent Higher Education in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date Jan 74

Note—75p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Educational Finance, *Enrollment Trends, *Financial Problems, *Higher Education, *Private Colleges, Productivity
Identifiers—*Pennsylvania

The financial condition of independent higher education in Pennsylvania is examined based on data provided by 62 independent colleges and universities. Results of the study indicate: (1) Although the absolute enrollment in the independent sector of higher education continued to increase during the 10-year period, 1963-72, the independent sector's share of enrollment declined 13.9 percent. (2) The productivity of independent higher education institutions is shown by their degree output, which was 47.5 percent of the state total in 1972. (3) As a group the Commission for Independent Colleges and Universities (CICU) institutions reported an operating deficit of \$4.6 million in 1969-70 but a \$5.5-million surplus in 1971-72, a difference of \$10.1 million. (4) Of the six major operating accounts, only the educational and general account showed significant improvement, 1969-72. (5) Additions to plant during 1969-72 by CICU institutions

amounted to \$330.9 million. (6) The average expenditure per fulltime equivalent student increased from \$3,764 in 1969-70 to \$4,057 in 1971-72. (7) The Pennsylvania Higher Education Assistance Agency reported an increase in the number of scholarships awarded to students attending CICU institutions from 20,783 to 23,093, 1969-72, an increase of 11.1 percent. (8) The book value of endowment funds of CICU institutions increased from \$558.2 million to \$744.7 million, 1969-72. (9) The liquid net worth of CICU institutions increased, 1969-72, from \$311.5 million to \$335.5. (Author/MJM)

ED 091 996 HE 005 555

Raider, Melvyn C.

Bibliography: Program-Planning-Budgeting System (PPBS) and Decision-Making, Budgeting and Planning Within the Context of Higher Education.

Pub Date [72]

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Bibliographies, *Decision Making, *Higher Education, *Program Budgeting, *Program Planning

Identifiers—PPBS, *Program Planning Budgeting Systems
This document presents a 143-item bibliography concerning program planning budgeting systems and decision making, budgeting, and planning within the context of higher education. Citations are categorized according to books, articles, monographs, reports, and other sources. (MJM)

ED 091 997 HE 005 556

Alexander, Lawrence T., Ed. Yelon, Stephen L., Ed.

Instructional Development Agencies in Higher Education.

Michigan State Univ., East Lansing. Educational Development Program.

Spons Agency—ESSO Education Foundation, New York, N.Y.

Pub Date 72

Note—131p.; Summarizes proceedings of the Conference on Instructional Development Agencies in Higher Education (Michigan State University, Michigan, May 1971)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Agencies, Conference Reports, *Educational Improvement, *Higher Education, *Instructional Improvement, *Instructional Innovation

This book provides a comprehensive description of instructional development agencies and summarizes the proceedings of the Conference on Instructional Development Agencies in Higher Education held at Michigan State University in May 1971. Chapter I discusses the characteristics of instructional development agencies, including activities, administrative location, and budget and staff. Chapter II reports conference proceedings encompassing factors contributing to instructional problems, incentive programs for improving instruction, teaching instructional development, service programs, improving instructional development activities, and improving teaching procedures. The appendix presents a questionnaire to which the conference participants responded. The questionnaire responses are included. Although they may differ in format, each of the 16 responses cover the background and institutional climate, structure and function, and activities of their institution. (MJM)

ED 091 998 HE 005 557

Huff, Robert A. Young, Michael E.

Profiles of Management Information Uses. A Report on How Twelve Institutions Have Utilized Data From NCHEMS Management Information Systems.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date May 74

Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Administration, Educational Planning, Expenditures, *Higher Education, *Management, *Management Information Systems, *Unit Costs

This document provides 12 sketches or profiles of Management Information Systems (MIS) application. As a result of the 1973 preliminary Information Exchange Procedures (IEP) field test, some 45 colleges and universities across the nation developed compatible unit cost data and related information and compared themselves with one another. Twelve representative campuses were contacted to find out how planners and managers on those campuses made use of the newly available information. Emphasis was placed on three questions: (1) What specific portions of the information or data items were most useful? (2) Who used the data? (3) What specific decisions were affected or what actions resulted? Each of the 12 institutions that contributed to this document developed the same standard set of new data, used the same NCHEMS software packages in the process, and developed the same new analytic capabilities. Some of the more important new data developed and published by the institutions are: direct cost per credit hour by discipline by level of instruction, full cost per credit hour by discipline by level of instruction, number of credit hours produced per FTE teaching faculty by discipline by level of instruction, number of exchange FTE student majors by degree program by student level, direct annual cost per exchange FTE major by degree program by student level, full annual cost per exchange FTE major by degree program by student level, and total direct expenditures displayed by subprogram of the NCHEMS Program Classification Structure. (Author/MJM)

ED 091 999 HE 005 558

Frankel, Edward

Student-Faculty Evaluation of a Three-Point Grading System in Graduate Education Courses.

Pub Date [74]

Note—17p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Achievement Rating, College Faculty, Educational Programs, *Grading, Graduate Students, *Graduate Study, *Higher Education, *Pass Fail Grading, Research Projects, Student Attitudes, Teacher Attitudes

An Honors-Pass-Fail (H-P-F) grading system was introduced experimentally to replace A-B-C-F grading in all graduate education courses. H-P-F was more effective than A-B-C-F grading in distinguishing between exceptional and average student achievement. The percentage of highest possible grades declined from 50 percent A's to about 25 percent H grades where it stabilized for 2 successive years. The new grading system was evaluated twice by graduate students and faculty. At the end of the first year, student approval was overwhelming, whereas the faculty was about equally divided among instructors who approved H-P-F and those who either disapproved or were uncertain. In the second year, student and faculty approval was slightly greater than in the first year. (Author)

ED 092 000 HE 005 559

Munday, L. A. Davis, J. C.

Varieties of Accomplishment After College: Perspectives on the Meaning of Academic Talent. ACT Research Report No. 62.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date Mar 74

Note—23p.

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, *College Graduates, Creative Activities, *Higher Education, Individual Development, Research Projects, Skill Development, *Success Factors, *Talent Development, Young Adults

Recent studies show high school nonacademic accomplishments to be independent of academic talent and to be related to similar kinds of college nonacademic accomplishments. College grades, however, have not been shown to be related to later-life accomplishments. The research reported here focuses on the accomplishments of young adults two years after college and relates college admission data to these accomplishments. The adult accomplishments were found to be uncorrelated with academic talent, including test scores, high school grades, and college grades. However,

adult accomplishments were related to comparable high school nonacademic accomplishments. This suggests that there are many kinds of talents related to later success that might be identified and nurtured by educational institutions. As we evaluate college outcomes in terms of postcollege student behaviors, we may have to reappraise the central role previously assigned academic talent. (Author)

ED 092 001 HE 005 560

Rosenthal, Albert H. And Others

Science Leadership for Tomorrow. The Role of Schools of Public Affairs and Universities in Meeting Needs of Public Science Agencies.

National Association of Schools of Public Affairs and Administration, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 73

Note—46p.

Available from—National Association of Schools of Public Affairs and Administration, 1225 Connecticut Ave., N.W., Washington, D. C. 20036

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*College Role, Educational Needs, *Higher Education, Leadership, Manpower Utilization, *Public Affairs Education, *Resource Allocations, *Scientific Manpower, Scientific Personnel, Universities

The role of schools of public affairs and universities in meeting needs of public science agencies is discussed in this report. Following the purposes and methodology of this study, emphasis is placed on the manpower needs in science agencies of Federal, State, and local governments; university resources for science policy and administration; and combining resources to meet needs. Recommendations suggest that: (1) Well-trained personnel and effective management of Federal programs are vital to achieve the purposes of the public agencies. (2) The National Science Foundation (NSF) should be asked to consider the use of existing programs or the establishment of a new mechanism to strengthen university resources to help provide well-trained manpower and to conduct relevant research to improve the effectiveness of Federal, State, and local science agencies. (3) The director of the NSF should be requested to bring this need before appropriate Federal agencies so that they may be asked to use existing programs as appropriate. (4) The National Association of Schools of Public Affairs and Administration Committee on Science Policy and Administration jointly with the Council of State Governments should develop a specific grant proposal for a program designed to meet the needs outlined in this report and to submit this proposal to the NSF and other appropriate Federal agencies. (Author/MJM)

ED 092 002 HE 005 561

Finley, Donald J. Runge, Laura A.

Degrees Conferred: Virginia Public and Private Institutions of Higher Education, 1972-73.

Virginia State Council of Higher Education, Richmond.

Pub Date Apr 74

Note—40p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Associate Degrees, Bachelors Degrees, Colleges, *Degrees (Titles), Doctoral Degrees, Enrollment Trends, *Higher Education, Masters Degrees, *Private Colleges, *State Universities, *Statistical Data, Universities

Identifiers—*Virginia

Statistical data is presented concerning the degrees conferred in Virginia public and private institutions of higher education, 1972-73. Section I indicates degrees conferred by all Virginia institutions of higher education. Section II indicates degrees conferred by state-supported institutions of higher education and Section III reviews degrees conferred by privately controlled institutions of higher education. Trends in degrees conferred indicate Virginia's institutions of higher education conferred 26,498 degrees in 1972-73, an increase of 9.4 percent over the 24,219 conferred during the previous year. Of the 26,498 degrees, 20,614, or 78 percent, were awarded by state-supported colleges and universities and 5,884, or 22 percent, were conferred by private institutions. The percentage of total degrees

sawarded by these institutions has decreased from 26 percent in 1970-71 to the present 22 percent. This is the result of similar trends in enrollment that indicate private colleges and universities in Virginia are enrolling a decreasing proportion of overall enrollment. Particularly rapid rates of increase can be noted in the number of associate, first professional and master's degree levels in Virginia. These levels represent an increasing proportion of the total degrees conferred. (Author/MJM)

ED 092 003 HE 005 562

Hartman, Greg
Antitrust and the Control of Higher Education.
Western Interstate Commission for Higher Education, Boulder, Colo. Resources Development Internship Program.
Pub Date Sep 72
Note—33p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Court Cases, *Federal Laws, *Federal Legislation, *Higher Education, *State Agencies
Identifiers—Clayton Act, Federal Trade Commission Act, *Oregon, Sherman Act

This report presents the basic components of a "prima facie" antitrust case against the Oregon State System of Higher Education. It deals with the constitutional issues raised as well as showing that higher education is interstate commerce within the meaning of the antitrust laws. The report analyzes the state exemption to antitrust laws and concludes that recent decisions have limited this exemption to such an extent that the State System would be held to be within the scope of the antitrust laws. Under the Sherman Act the most difficult parts of the prima facie case are proof of conspiracy and market definition. In a Clayton Act prosecution the most difficult task is to show that higher education is a commodity and that the State Board of Higher Education is a person, although showing the substantive acts of tying and price discrimination is easy. The Federal Trade Commission Act is the most promising for attacking the present State System because the act is supposed to deal with cases where substantive actions are clear but technicalities prevent prosecution under other acts. Research indicates that although an antitrust suit against the State System would certainly be called a long shot, it is indeed feasible and has a firm foundation in case law. (Author/MJM)

ED 092 004 HE 005 563

Perspectives and Plans for Graduate Studies. 6. Solid Earth Science 1973.

Ontario Council on Graduate Studies, Toronto.
Advisory Committee on Academic Planning.
Pub Date 74
Note—186p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4 (R-74-6)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Curriculum Planning, *Earth Science, *Educational Planning, *Graduate Study, *Higher Education, *Program Planning
Identifiers—*Canada, Ontario

Effective planning and rationalization of long-term graduate development in Ontario's universities concerning solid earth sciences are discussed in relation to a report and recommendations of the Council of Ontario Universities and a report of the Advisory Committee on Academic Planning. Recommendations suggest: (1) The universities proceed with their plans on the basis of modest growth, using the consultants' minima as probable figures. (2) Admissions policies continue to be based on academic standards with an adequate level of financial support for each student. (3) In all general scholarship schemes the Government of Ontario, the National Research Council, and the universities of Ontario provide for a percentage of the awards available. (4) Continued and increased emphasis be placed on applied specialties. (5) No new program in geophysics be started in the next 5 years. (6) Departments and the discipline groups consider greater emphasis on limnology, marine geology, applied environmental geology, and geophysical techniques. (7) Carleton University and the University of Ottawa consider some formalization of the existing cooperative aspects of the work of their geology departments. (8) Brock University

continue its master's program in quaternary geology in accordance with its stated plans. Eleven additional recommendations are presented, each concerning programs at various Canadian Universities. (MJM)

ED 092 005 HE 005 564

The President's Review and Annual Report 1973. The Rockefeller Foundation.

Rockefeller Foundation, New York, N.Y.

Pub Date [73]

Note—138p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Activities, Annual Reports, Environmental Research, *Foundation Programs, *Grants, *Higher Education, *International Organizations, International Programs, Population Growth, Poverty Programs, Private Financial Support

Identifiers—*Rockefeller Foundation

This document presents the President's review and annual report of the activities of the Rockefeller Foundation for 1973. Following an overall review of the activities, emphasis is placed on specific activities the Foundation is involved with, including: conquest of hunger, problems of population, university development, conflict in international relations, equal opportunity, cultural development, quality of the environment, and allied interests. Financial statements are included. (MJM)

ED 092 006 HE 005 565

Kochler, John E. Williams, Albert P., Jr.

Economic Implications of Changes in Financing Medical Education. The Rand Paper Series P-5150.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation; Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date Dec 73

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Economics, *Educational Finance, Federal Aid, Federal Legislation, Federal Programs, *Higher Education, *Medical Education, *Medical Schools

To increase the supply of doctors, the government has become directly involved in physician education. Of the \$673 million appropriated for health manpower programs in 1972, 55% was for medical schools. Legislation to date has emphasized expansion of medical education output in the aggregate, but increasing attention has been directed to the composition of the output with regard to the type and location of practice and to the equality of educational opportunity for ethnic minorities and women. This paper examines changes that have occurred in the medical education system concurrently with the growth of Federal programs designed to influence that system's output. The data indicate that the system has responded very favorably. Capacity is expanding rapidly, discrimination against women has apparently disappeared, medical schools are seeking out and admitting qualified individuals from minority groups, and financial barriers to medical education have been lowered. (MJM)

ED 092 007 HE 005 567

Kupsch, Walter O., Ed. Caillol, Maryse, Ed.

The University and the Canadian North. Inventory of Classes, Research and Special Projects.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date 73

Note—354p.

Available from—Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada K1P 5N1 (\$3.00)

EDRS Price MF-\$0.75 HC-\$17.40 PLUS POSTAGE

Descriptors—*Courses, *Directories, Educational Programs, *Higher Education, *International Education, *Research, Surveys, Universities

Identifiers—*Canada

The original purpose of this study was to survey present programs of Canadian universities in education and research in the North to discover the needs of northern people that are not now being met, and to recommend desirable extensions of the programs in the future. The survey of

present programs became a far greater task than was first planned and indeed took up all the time allocated for the total study. The survey is published here as an inventory of classes, research, and special projects listed under the 30 Canadian universities. An index to classes, research, and special projects is included, along with a list of university participants. (Author/PG)

ED 092 008 HE 005 568

Beneze, Louis T.

Academic Leadership: Of What or Of Whom?

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Pub Date Jun 74

Note—4p.

Journal Cit—Management Forum; v3 n6 June 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Chief Administrators, *Educational Administration, *Higher Education, *Leadership, Leadership Qualities, *Presidents, Speeches

What is left for leadership in higher education beyond the processing and administration of management systems? Beyond the leadership of communication lies the leadership of ideas of what the university ought to try to do if it wants to be more than a training station or cultural ornament. The author's prescription for leadership has three parts. The first is that the leader needs to guide himself in terms of the best he can be as a person of reflection and originality. Second, the educational leader should be more knowledgeable than his faculty and his fellow administrators about what is going on in higher education. Third, the administrative leader, if he would lead, needs to spend most of his time studying and releasing the potentialities of the human beings with whom he is working. Planning is nothing more or less than the willingness to think out what is most important to do in education. (Author/PG)

ED 092 009 HE 005 569

Heywood, John

New Patterns of Courses and New Degree Structures.

Council for Cultural Cooperation, Strasbourg (France). Committee for Higher Education and Research.

Report No.—CCC-ESR-74-12

Pub Date 22 Jan 74

Note—45p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Colleges, *Courses, *Curriculum Development, Curriculum Evaluation, Educational Change, Educational Innovation, Engineering, *Higher Education, *International Education, *Special Degree Programs, Tests
Identifiers—Denmark, France, Germany, *Open University, Sweden, United Kingdom

The purpose of this study was to reveal trends, indicate fields for further research and action, and expose problem areas for further study at the international level. The study objectives are to review: (1) the course patterns and degree structures developed at the Open University in the United Kingdom, (2) new degree courses in the United Kingdom, (3) curriculum reform in France, (4) Norwegian regional colleges and their new study courses, (5) development in Swedish higher education, (6) developments in university education in Germany and Denmark, (7) the problem of evaluating new curricula. Appendices include the framework for the study of professional examinations, extracts from the British statement of objectives for engineering sciences, and a framework of analysis for innovations in international higher education. (Author/PG)

ED 092 010 HE 005 570

Dues Check-off and Union Security Study. The National Center for the Study of Collective Bargaining in Higher Education Newsletter; v2 n2 March 1974.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Pub Date Apr 74

Note—23p.

Available from—City University of New York, Baruch College, 17 Lexington Avenue, New York, N.Y. 10010

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Academic Freedom, Arbitration, Bibliographies, *Collective Bargaining, College Faculty, Contracts, Court Cases, Educational Administration, *Fees, Governance, Grants, Grievance Procedures, *Higher Education, *Negotiation Agreements, Salaries, Teacher Responsibility, Tenure, *Unions

Identifiers—*American Association of University Professors, American Federation of Teachers, National Education Association

This document presents a review of what higher education agreements say about dues checkoff and union security. This study involved review of contracts negotiated by affiliates of the three national organizations, the American Association of University Professors (AAUP), the American Federation of Teachers (AFT), and the National Education Association (NEA); affiliates of the merged AFT/NEA organization in New York State; and various independent bargaining agents. Emphasis is placed on union shop, legal restrictions, 2-year college workload study, hours of work, varying hour weight, preparations, interpretations difficulty, office size, and class size. An extensive bibliography concerning aspects of collective bargaining in higher education is included. The bibliography is divided to cover administration, academic freedom, affirmative action, agents, arbitration awards, arbitration finding awards, Carnegie Commission reports, collective bargaining, collegiality, contracts, contents of contracts, court cases, City University of New York Open Admissions Program, faculty responsibilities and rights, governance, grants, grievance procedures, legislation, maternity leave, mergers, negotiations, neutrals, National Labor Relations Board Decisions, pension plans, performance evaluation, public sector labor relations, retirement, retrenchment, salaries, strike rights, strikes, student movement, student protests, student rights, students, tenure, trustees, women, and workload. (MJM)

ED 092 011 HE 005 571

OASIS General Introduction.

Stanford Univ., Calif.

Pub Date 73

Note—27p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Computer Programs, *Computers, Data Processing, *Educational Administration, *Higher Education, Information Processing, Management Systems, *Programming Languages
Identifiers—*OASIS, Project INFO, Stanford University

Recognizing the need to balance generality and economy in system costs, the Project INFO team at Stanford University developing OASIS has sought to provide generalized and powerful computer support within the normal range of operating and analytical requirements associated with university administration. The specific design objectives of the OASIS system are: (1) responsiveness to information needs, current and projected, of major university administrative offices; (2) support with both volume batch and teleprocessing requirements with reasonable efficiency from the same file; (3) fast terminal response and simultaneous batch program activity; (4) minimal system overhead and a favorable cost/performance ratio; (5) hardware and software reliability features appropriate to the demands of an online environment. This document covers the executive control services, data base services, terminal services, and generalized services of the OASIS system. Appendices include the OASIS file structure components, network design, development plans, and command and reserved words. (Author/PG)

ED 092 012 HE 005 572

A Casebook of Supervisory Experience: Position Development and Scheduling.

Berea Coll., Ky.

Spons Agency—Educational Foundation of America, Westport, Conn.

Pub Date 74

Note—53p.

Available from—Work-Study Development Project, CPO 2348, Berea College, Berea, Kentucky 40403 (Free)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Audiovisual Coordinators, *Field Experience Programs, Food Service Workers, *Higher Education, Resident Assistants, School Maintenance, *Students, *Student School Relationship, Supervision, *Work Study Programs

Identifiers—*Berea College

The material used in preparation of this booklet was obtained through a series of interviews with labor superintendents and labor supervisors at Berea College. It concerns the selection of work-study students for various university departments. The physical plant director discusses the process of selecting and training physical plant student workers and describes the development of the assistant housekeeper's position. Then follows a section concerning the selection, training, and scheduling of food service student workers. The final section covers the selection, training, scheduling, and supervision of student audiovisual workers. (Author/PG)

ED 092 013

HE 005 573

Ramsay, William R.

The Role of the Agency Supervisor.

Berea Coll., Ky.

Pub Date 74

Note—18p.; Paper delivered at the Annual Conference of the Society for Field Experience Education (2nd, October 1973)

Available from—Work-Study Development Project, CPO 2348, Berea College, Berea, Kentucky 40403 (Free)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Clinical Experience, *Field Experience Programs, *Higher Education, *Internship Programs, Student Characteristics, Student Experience, *Supervision, *Supervisory Methods

This discussion is limited to specific opportunities and methods of supervising students rather than encompassing supervisory techniques in general. This paper: (1) examines the characteristics of student workers from the supervisory point of view, (2) notes the type of structures for supervising student field experience, (3) suggests supervisory functions, and (4) summarizes the potentials of good supervision. It is assumed for purposes of this report that productive work is a factor in the field experience situation. The degree of productive work will vary depending on the structure used and objectives of the particular program; however, implicit in a discussion of supervision is the expectation of some product or service. The characteristics of students, therefore, are discussed in terms of the possibilities and limitations of students as manpower that should be recognized by a supervisor both for effective manpower utilization and for greatest learning. (Author/PG)

ED 092 014

HE 005 574

James, B. P., Ed.

Supervising Student Workers: Berea College Labor Supervisors in Action.

Berea Coll., Ky.

Spons Agency—Educational Foundation of America, Westport, Conn.

Pub Date Feb 74

Note—81p.

Available from—Work-Study Development Project, CPO 2348, Berea College, Berea, Kentucky 40403 (Free)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Colleges, *Field Experience Programs, *Higher Education, Interviews, Student Experience, Students, *Supervision, *Supervisory Methods, *Work Study Programs

Identifiers—*Berea College

Material in this booklet was excerpted from a series of tape-recorded interviews with labor superintendents and supervisors who work directly with student manpower in the 100-year-old, work-learning program at Berea College. The document examines selected areas of supervisory responsibility in a college work-study program. It includes information on methods of selection and training of student workers to assist in administrative offices, technical services, maintenance programs, academic departments, and laboratory areas. This document also outlines supervisory responsibilities in motivating student workers and providing valid learning experiences. (Author)

ED 092 015

HE 005 575

Nyman, David F. And Others

The Statewide Plan for Computing Resources in Illinois Higher Education.

Illinois State Board of Higher Education, Springfield.

Pub Date 17 Apr 72

Note—257p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—Computer Assisted Instruction, Computer Programs, *Data Processing, *Educational Resources, *Higher Education, *Resource Allocations, *Statewide Planning
Identifiers—*Illinois

The statewide plan for computing resources in Illinois higher education is presented in this document. Chapter 1 discusses the history of this plan encompassing the board of higher education involvement, State Government planning, legislative actions, plan development, and a prospectus. Chapter 2 presents the procedure used to produce this report. Chapter 3, a summary of findings and recommendations, covers administration, instruction, research, computer-assisted instruction, public junior colleges, private colleges, cooperation, implementation, control, and priorities. Chapter 4 discusses the basis for the recommendations including the higher education environment, historical and current demands for computing funds in Illinois, future funds demand for public university computer resources, characteristics of computer service, instructional demand for computing service, research for computing services, administrative demand for computing service, and computer networks. Chapter 5 presents criteria for recommendations while chapter 6 presents recommendations concerning a public-interest corporation, service priorities, consolidation approaches, long-term funding, pricing for computer services, data processing, systems development, and a new approach to data processing activities, as well as hardware selection. (MJM)

ED 092 016

HE 005 576

Messenhauser, Josef A.

Minnesota's Commitment to International Education: A Case-Study of State Legislation in Support of Foreign Students.

Pub Date May 74

Note—12p.; Paper presented at the annual conference of the National Association for Foreign Student Affairs (Albuquerque, New Mexico, May 27, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Case Studies, *Educational Finance, *Financial Support, *Foreign Students, *Higher Education, *State Legislation
Identifiers—*Minnesota

The purpose of this paper is to describe and analyze a recent experience with the passage of legislation in Minnesota that gave financial relief to foreign students in public and private colleges. This bill provides for (1) grants of authority to public institutions to waive the nonresident rate of tuition, while expecting the grantees to pay at the resident rate; (2) grant of funds for emergency scholarships; and (3) grants of authority to waive nonresident tuition to private donations from Minnesota corporations, individuals, and foundations given to foreign students for the purpose of paying tuition fees. Finally, the bill provides that benefits under it would be first given as if they were loans, which would be forgiven if the grantees returned to their home countries for 5-years. (Author)

ED 092 017

HE 005 577

Master's Degree Psychologists. Report of a Conference.

Western Interstate Commission for Higher Education, Boulder, Colo. Mental Health Manpower Office.

Pub Date Jun 71

Note—57p.; Proceedings of a Conference cosponsored by the Western Interstate Commission for Higher Education, and the American Psychological Association through its Task Force on Masters Level Education in Psychology

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Accreditation (Institutions), *Certification, Conference Reports, *Higher Education, *Masters Degrees, Professional Training, *Psychologists

This document reports the proceedings of a Conference on Technical-Professional Preparation of Psychologists at the Masters Level, held in San Diego, California, on April 30-May 1, 1971. Following the keynote address, a paper on accreditation and a paper on certification and licensing are presented. Group discussions con-

cerning issues involved in master's level education in psychology are summarized. (MJM)

ED 092 018 HE 005 578
West, Cameron

The Public Interest in Private Colleges and Universities.

Pub Date 7 Feb 74

Note—18p.; Speech presented at the Society for College and University Planning - Long Range Planning Conference: "Public Policy and the Relationship of Private and Public Higher Education" (New York City, February 7, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Finance, Financial Support, *Higher Education, *Private Schools, Speeches, *State Aid, *Statewide Planning Identifiers—*Illinois

This speech reviews what Illinois has done in terms of public financial support for the private sector, what the Illinois Board of Higher Education recommends be done in the near future, and the issues that must be resolved. Illinois was one of the pioneer states in extending financial aid to private higher education institutions, beginning with the enactment in 1957 of a state scholarship program. As a result of the health services Education Grants Act, grants for operating and capital purposes are available to private medical, dental, nursing and allied health care programs on the basis of increased enrollment of Illinois residents. For the 1972-73 academic year, monetary awards to students attending private institutions totalled \$29.4 million, nearly 60 percent of total awards. This is a 60-fold increase over a 14-year period. State appropriations for the Health Services Education Grants Act have increased from \$8 million in fiscal 1970 to \$15.7 million for fiscal 1974. A major question for state government in the future will be the means of financially supporting the private higher education sector without undermining its independence. This is a goal dictated both by the economic self-interest of state government and in pursuit of an accepted and admirable philosophical goal of diversity in higher education. (Author/PG)

ED 092 019 HE 005 579
Millard, Richard

State Programs to Provide Financial Support for and Coordination of Nonpublic Higher Education.

Pub Date 6 Feb 74

Note—11p.; Speech presented to the Society for College and University Planning Conference on "Public Policy and the Relationship of Private and Public Higher Education" (New York City, February 6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Finance, Financial Support, *Higher Education, Interinstitutional Cooperation, *Private Schools, Speeches, *State Aid, *Statewide Planning

State aid to private higher education goes back to the beginning of higher education in this country. The forms of financial support for private higher education run the gamut from contracts for special services to general student aid available to students at both public and private institutions. By far the most important from the standpoint of the amounts of money involved are student aid and direct institutional aid. In addition to what might be described as general scholarship or grants including tuition equalization grants, a number of states offer scholarships or grants in special areas including medicine, dentistry, law, nursing, allied health fields and teacher education. Another rather distinguishable form of state support for private institutions that has been increasing over the last 3 years is what might be described as the development of contract relations. A fourth area of state support where it is constitutionally possible has been the development of Facilities Bonding Authorities. Eleven states now have such bonding authorities that enable institutions to borrow funds for construction on the basis of tax free bonds. If there is to be continued and increasing state concern and financial support for private higher education, it should be the result of effective planning for postsecondary education as a whole with clear recognition of the integral role of private higher education to the total picture. (Author/PG)

ED 092 020

Rabineau, Louis

Connecticut's Commitment to Public and Private Higher Education.

Pub Date 7 Feb 74

Note—11p.; Speech given before the Society for College and University Planning, Long Range Planning Conference (New York, New York, February 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Disadvantaged Youth, *Educational Finance, *Financial Support, Grants, *Higher Education, *Private Schools, *Public Schools, Speeches, Statewide Planning Identifiers—*Connecticut

There are three major stages in the development of public and private higher education in Connecticut. Stage 1 was the private college monopoly stage, started in 1701. Stage 2 was the coexistence period when public institutions were developed. Stage 3, 1950 to the present, is the paradox stage, with increasing competition plus increasing cooperation between the private and public institutions in Connecticut. The policy toward private education is the commitment to keeping the public and private systems in balance. Some of the programs that give identity to Connecticut's policies in private higher education include: (1) presenting grants to individual independent institutions for each Connecticut student educated; and (2) a statewide talent assistance program involving private and public institutions to seek out disadvantaged, especially black and Spanish-speaking, students. In looking ahead to the interface of public and private higher education, the evidence seems to be increasing that public funding for private higher education is an excellent investment. (Author/PG)

ED 092 021

A Plan for the Further Desegregation of the University System of Georgia.

University System of Georgia, Atlanta.

Pub Date 1 Jun 74

Note—244p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—*College Integration, College Role, Faculty Recruitment, Financial Support, Governance, *Higher Education, *Integration Plans, Program Descriptions, *Racial Integration, Recruitment, Resource Allocations, *Universities

Identifiers—*University System of Georgia

This document presents a plan for the further desegregation of the University System of Georgia. Part A, a description of the plan, covers the University System of Georgia governance; organizational responsibilities for development and implementation of the plan; structure and role of university system institutions; desegregation of the University System of Georgia; policies related to student recruiting, financial aid, and retention; faculty recruitment and advancement; university system appropriation and institutional allocation procedures; and physical plant and campus development. Part B reports projected critical actions. Emphasis is placed on resources, impact studies, institutional roles and curriculum duplication, student recruitment, retention of black students, discrimination within individual institutions, desegregation of faculty and staff, programs to increase the number of black faculty and staff, state-level monitoring, and university system projections and goals. (MJM)

ED 092 022

Olman, Ruth M.

Status of Graduate and Professional Education of Women—1974: A Review of the Literature and Bibliography.

Pub Date 74

Note—15p.; Paper prepared for the American Association of University Women Conference on Graduate and Professional Education of Women, May 9-10, 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Bibliographies, *Females, *Graduate Study, *Higher Education, Laws, Literature Reviews, *Professional Education, *Sex Discrimination, Social Attitudes

This document reviews the status of graduate and professional education of women for 1974. The first section, a review of the literature,

HE 005 580

discusses background and current developments, the status of graduate education, reports concerning women in higher education, social factors and attitudes, institutional barriers, trends in specific disciplines, requirements of the law, and proposed solutions. The second section encompasses a 68-item bibliography on graduate and professional education of women. (MJM)

ED 092 023

1973 Annual Report. Coordinating Board Texas College and University System.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date Dec 73

Note—246p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Adult Education, Annual Reports, *Community Colleges, *Educational Administration, *Enrollment, *Higher Education, *Statewide Planning, Statistical Data Identifiers—*Texas

Fiscal 1973 was a year of accelerating change for Texas colleges and universities. Highlights of the year's activities are noted in this document, including: (1) Student enrollments continued to climb, though at a less rapid pace than in the past decade. (2) Beginning operation during 1972-73 were two community colleges and five other new Texas institutions. (3) The 63rd legislature appropriated \$1,426.9 million to support all agencies of higher education for the 1973-75 period. (4) Involvement of community colleges in procedures that encourage self-regulation of out-of-district course offerings established significant cooperation and program coordination among community colleges. (5) In recognition of the increased importance of adult and continuing education, the coordinating board authorized and funded a project to develop a statewide plan for the delivery and financing of educational services to Texas' adult citizens. A statistical supplement is included in Part 2. (Author/PG)

ED 092 024

The Higher, the Fewer. Report and Recommendations: Committee to Study the Status of Women in Graduate Education and Later Careers.

Submitted to: The Executive Board of the Graduate School, The University of Michigan, Ann Arbor, Michigan, March 1974.

Michigan Univ., Ann Arbor.

Pub Date Mar 74

Note—74p.; Executive Board Document 73-74/46

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Admission (School), Committees, *Enrollment Trends, *Females, Financial Support, *Graduate Study, *Higher Education, Recruitment, Reports, *Student Needs Identifiers—*University of Michigan

The Task Force on the Status of Women in Graduate Education at the University of Michigan produced this final report concerning: issues and problems regarding women in higher education, the committee to study the status of women in graduate education and later careers, special needs of nontraditional graduate students, access to graduate school, transition from masters to doctoral studies, and transition from doctoral study to professional careers. Recommendations suggest: (1) more flexible admissions and financial aids policies, and specific programs to benefit parttime and returning students; (2) further research into the lower enrollment rates of women and the active recruitment of women in the sciences; (3) further investigation of the causes of high female attrition after the master's degree, and a positive effort to increase the number of female faculty members; (4) a review of the educational effectiveness of current terminal master's programs; (5) graduate faculty develop systematic approaches to the placement of doctoral students and that departmental placement efforts be regularly reviewed; (6) a senior staff person in the Graduate School be employed whose responsibility it is to enhance and oversee the educational experiences of graduate students. (Author/MJM)

ED 092 025

Kulik, James A. Erickson, Stanford C.

Evaluation of Teaching. Memo to the Faculty; Memo No. 53 February 1974.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Pub Date Feb 74
Note—6p.

Available from—The Center for Research on Learning and Teaching, The University of Michigan, 109 E. Madison, Ann Arbor, Michigan 48104 (\$0.50)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Faculty, *Evaluation Methods, Evaluation Techniques, Faculty Evaluation, *Higher Education, *Teacher Evaluation, *Teaching Quality
Identifiers—*University of Michigan

Departments, schools, and colleges within the University of Michigan differ widely in the procedures used to evaluate members of their faculties. In some instances student rating forms are used but practices differ as to the kind of information obtained and the weight given to these assessments. Each set of procedures is designed to serve local purposes; this report summarizes research findings that should be considered when interpreting evaluative data already on hand or when mapping out new arrangements for evaluating teachers. Emphasis is placed on student ratings, sources of variation in student ratings, the use of student ratings, ratings by colleagues, ratings by administrators, self-ratings, limitations of performance measures, and student achievement and student ratings. (MJM)

ED 092 026 HE 005 586
Janne, Henri

The University and the Needs of Contemporary Society. Papers-10.

International Association of Universities, Paris (France).

Pub Date 70

Note—95p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—College Role, Colleges, *Educational Needs, *Foreign Countries, *Higher Education, *School Community Relationship, *Social Responsibility, Universities

The university and the needs of contemporary society are discussed in relationship to the complexity and diversity of the interactions between universities and societies resulting from the diversity of traditions, resources, and socioeconomic contexts. Emphasis is placed on some past and present conceptions of the university, the university and rising needs, and the university and its new responsibilities. The author cautions against the formulation of judgments that are definitive in nature or claim universal applicability. Generalized conclusions are presented covering contradictions of the university, the sociology of the university, the university and violence, university freedoms and democracy, and the university ability to reform itself. (MJM)

ED 092 027 HE 005 587
University Autonomy: Its Meaning Today. Papers-7.

International Association of Universities, Paris (France).

Pub Date 65

Note—141p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Academic Freedom, *College Environment, Decision Making, *Governance, *Higher Education, *Individual Power, Self Control, *University Administration

University autonomy is discussed in detail in the first paper, which suggests that there is full recognition of the principle that the duty of the universities is to serve the public interest, rightly conceived; that their claim to a high degree of autonomy rests not on privilege, but on the teaching of experience; that only under that condition can they give the full measure of their service; and that they have no title to be exempt from public interest, judgment and criticism—on the contrary, that they use their freedom best when, under the stimulus of such judgment, they hold their policies under frequent review. Fifteen other papers from representatives of various nations suggest five elements of university autonomy are essential—not as special privileges, but as the basic conditions that enable the universities to perform effectively. They include: (1) The university should have the right to select its own staff. (2) The university should be responsible for the selection of its students. (3) Universities should be responsible for the formulation of curricula for each degree and for the setting of

academic standards. (4) Each university should have the final decisions as to the research program carried on within its walls. (5) The university should be responsible within wide limits, for the allocation among its various activities of the financial resources available. (MJM)

ED 092 028 HE 005 588
International University Co-operation: Summary Record of a Working Party on International University Co-operation. Papers-9.

International Association of Universities, Paris (France).

Pub Date 69

Note—166p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—College Instruction, *Foreign Countries, Governance, *Higher Education, *Interinstitutional Cooperation, *Research, *University Administration

This report delineates areas, patterns, effects, and purposes of international university cooperation. Areas of international university cooperation encompass teaching and study, research, university administration and organization. Patterns of cooperation include the basic principles of governing agreements, methods for full university participation in agreements, and university agencies and activities. General effects and the possibility of a "brain drain" were discussed as possible results of cooperation, while the mutual strengthening of universities in their own tasks and the deepening of international understanding were viewed as the purposes of cooperation. Additionally, the place of international university cooperation in university life was discussed briefly. Fourteen papers from representatives of various countries on the present state and future needs of cooperation are included. (MJM)

ED 092 029 HE 005 590
Summary Report 1973 Doctorate Recipients from United States Universities.

National Academy of Sciences - National Research Council, Washington, D.C.

Pub Date May 74

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Doctoral Degrees, *Doctoral Programs, Educational Research, Enrollment Trends, *Graduate Study, Graduate Surveys, *Higher Education, Minority Groups, *Surveys

This report presents a brief summary of data gathered from the Survey of Earned Doctorates during fiscal year 1973. The survey is conducted annually by the Commission on Human Resources (CHR) of the National Research Council. Questionnaire forms are filled out by the graduates as they complete all requirements for their doctoral degrees. The data in this report refer to doctorates earned during the period July 1, 1972 to June 30, 1973, but they do not include professional degrees such as the MD, DDS, and DVM. The statistical tables include data on: doctoral growth rate, racial or ethnic group, number of doctoral recipients by sex and subfields, statistical profile of women doctorate recipients, percentage of doctorate recipients by sources of support, and number of doctorate recipients by sex, state of doctoral institution, and summary field. (Author/PG)

ED 092 030 HE 005 591
Enrollment of Minority Doctoral Students by Institution and Program.

American Assembly of Collegiate Schools of Business, St. Louis, Mo.

Pub Date Oct 73

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Business Administration, *Doctoral Degrees, Doctoral Programs, *Enrollment Trends, Foreign Nationals, *Higher Education, *Minority Groups, Negro Education, Spanish Americans, Statistical Data, Womens Education

Presented in this document are statistical tables concerning the enrollment of minority doctoral students by institution and program in the business field. The data is divided by subfields in business and by institution. The minority groups represented are: American Indian, Black, women, foreign nationals, and Spanish surname. The data is for the period from 1973 through the expected completion of the class of 1976. (PG)

ED 092 031 HE 005 592

Statistics on Women and Minority Students in Engineering, April 1974.

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Pub Date Apr 74

Note—23p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Engineering Education, *Enrollment, *Females, Financial Support, *Higher Education, *Minority Groups, Statistical Data, Units of Study (Subject Fields)

This collection and analysis of data on minorities in engineering emphasizes: minority engineering students by field, men; minority engineering students by field, women; minority engineering students by degree level; class standing of women and minority engineering students; high school background and standing of women and minority engineering students; and financial support for women and minority engineering students. Highlights indicate (1) Women tend to be less concentrated than men in the four major fields (electrical, mechanical, civil, and chemical) and more strongly represented in such others as engineering sciences, computer, and industrial engineering. Among minority men, Orientals and Blacks appear to have a preference for electrical engineering, while the American Indians and Spanish Surnamed are noticeably more likely to be found in civil engineering. (2) The Orientals and women have a noticeable higher percentage of master's and doctor's degree candidates, and the American Indians have the highest percentage in bachelor of technology programs. (3) Orientals and Caucasian women are more likely to be in the top third of the class while Blacks and Spanish Surnamed are more likely to be in the bottom third. (4) Black women appear to be receiving the highest average amount of financial support and Caucasian women the least, with Oriental men lower than the other minorities. (Author/MJM)

ED 092 032 HE 005 593
Grupe, Fritz H. Murphy, Anthony

Survey of Statewide Agency/Consortia Relationship.

Education Commission of the States, Denver, Colo.

Pub Date 74

Note—12p.

Available from—Higher Education Services, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Consortia, *Higher Education, *Master Plans, *State Agencies, State Surveys, *Statewide Planning

This document presents the results of a survey of the relationships between statewide agencies and consortia of postsecondary education. The survey indicates a trend toward interrelating consortia and coordinating agencies; however different approaches are being taken. The states of Illinois, New York, Pennsylvania and Virginia are among the most aggressive in the effort to develop regional alliances. A brief summary of state/consortia relationships is given for 30 states. (MJM)

ED 092 033 HE 005 594
Bushnell, David S.

Higher Education and the Challenge of the Seventies. Professional Paper 9-74.

Human Resources Research Organization, Alexandria, Va.

Report No—HumRRO-PP-9-74

Pub Date Jun 74

Note—15p.; Paper presented at the Strategies for Change and Knowledge Utilization Conference, Saratoga Springs, New York, July, 1972

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, *Educational Administration, *Educational Change, *Higher Education, *Management, *Problem Solving, Student Needs

In light of the new demands being made on higher education in the seventies, a six-step systematic change strategy is presented to implement needed reforms in educational institutions. The approach requires (a) recognition of an existing

problems; (b) establishment of well-defined, assessable goals and objectives; (c) identification of constraints and needed resources; (d) selection and evaluation of alternative solutions; and (e) implementation of the selected procedure or practice. The author argues for combining the concept of systematic problem-solving with the modern management strategies of participative management. (Author)

ED 092 034 HE 005 595

The Administration of Universities. Summary Record of Working Party on University Administrative Systems, Paris, 5-8 October, 1966. Papers-8.

International Association of Universities, Paris (France).

Pub Date 67

Note—108p.

Available from—International Association of Universities, 6 Rue Franklin, Paris XVI, France (\$2.00)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Colleges, *Educational Administration, *Educational Responsibility, Foreign Countries, *Higher Education, *Interinstitutional Cooperation, Universities, *University Administration

Identifiers—France, Germany, Latin America, Soviet Union, *United Kingdom, United States

Three aspects of university administration are discussed: internal university structures and their interrelations, university responsibilities, and university relations with other institutions. Paper covering the university administrative systems of the United Kingdom, France, United States, Federal Republic of Germany, Latin American, and the Soviet Union are presented. (MJM)

ED 092 035 HE 005 596

The Social Responsibility of the University in Asian Countries - Obligations and Opportunities. Papers-12.

International Association of Universities, Paris (France).

Pub Date 73

Note—123p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—College Graduates, *College Role, *Foreign Countries, *Higher Education, Labor Market, *Social Responsibility, *Universities

Identifiers—*Asia

These papers discuss the obligations and opportunities resulting from the social responsibility of the university in Asian countries. Papers cover the university, language and national identity; the university, its graduates and the labor market; and the university, its innovative role in society. (MJM)

ED 092 036 HE 005 597

Andes, John

Special Report #6. Developing Trends in Content of Collective Bargaining Contracts in Higher Education.

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date 74

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Collective Bargaining, *Collective Negotiation, *Contracts, *Higher Education, *Negotiation Agreements

The growth in the number of higher education collective bargaining contracts continues at a rapid pace, although it is taking longer for the initial contract to be negotiated. The data on 131 contracts covering 215 institutions is included in the statistical tables in this document. Collective bargaining has increased in the West and at least one bargaining unit has been organized in the South, but over 80 percent of all contracts are in the Midwest and Northeast. Another development is the continued rise of the types of items included in contracts. Tables 2 through 10 list the frequency of items in at least five contracts by institutional level. (Author/PG)

ED 092 037

Emmet, Thomas

Special Report. Postsecondary Public Employment Legislation. A Status Report 1974.

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date 74

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Collective Bargaining, *Collective Negotiation, *Higher Education, Personnel Policy, Post Secondary Education, State Action, *State Legislation, *Teacher Welfare

The first state laws concerning public employees in general were passed as early as 1959. The first law covering postsecondary teaching personnel was the 1965 Michigan law. Twenty states currently have some form of formal statute that covers employees in postsecondary institutions. However, in several states the provisions do not cover teaching staff but only staff employees. Of the thirty states without some form of enabling postsecondary legislation, 27 have had legislative activity in this area since 1970. In 18 states that have extensive public employment legislation, nine used a created public employment relations board to administer the legislation and nine used their existing private sector labor boards or commissions as the regulatory agency. Thus, one can see a slow and progressive upward trend in collective negotiations activity in postsecondary education as state after state passes legislation. (Author/PG)

ED 092 038

Report of the Fifth General Conference of the International Association of Universities 1970.

International Association of Universities, Paris (France).

Pub Date 71

Note—275p.; Report of the general conference of the International Association of Universities (5th, Montreal, Canada, August 30-September 5, 1970)

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—*College Faculty, *College Students, Conference Reports, *Foreign Countries, *Higher Education, *Interinstitutional Cooperation, Teaching Methods, Teaching Techniques, Textbooks

This document presents the report of the fifth general conference of the International Association of Universities (IAU), held in Montreal, Canada, August 30-September 5, 1970. Chapter one presents the inaugural proceedings. Chapter two discusses international university cooperation in relation to university teachers, students, study programs, textbooks, and pedagogical methods and techniques. Chapter three reviews the university and the needs of contemporary society. Summaries of participant responses to the major topics are presented. (MJM)

ED 092 039

Calbert, Roosevelt, Comp. Nwagbaraocha, Joel O., Comp.

Curriculum Change in Black Colleges VI: A Report on a Cooperative Academic Planning Curriculum Development Workshop.

Institute for Services to Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—137p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Admission (School), *Curriculum Development, *Curriculum Planning, *Educational Planning, Educational Technology, Financial Support, *Higher Education, Management Information Systems, *Negro Colleges, Workshops

Identifiers—*TACTICS

This document reports on a Cooperative Academic Planning (CAP) curriculum development workshop, held in Atlanta, Georgia, December 3-5, 1973. Part I, plenary sessions on

HE 005 598

curriculum change and improvement, presents four reports: (1) academic programming for the black experience; (2) illuminating instruction with educational technology; (3) planning: a tool for reshaping institutional direction; and (4) opportunities in change. Part II, panel discussion on participatory academic planning, presents three discussions: (1) implications of admissions and financial aid policies to academic planning; (2) federal agency stimulation and curriculum development; and (3) management information systems and academic planning. (MJM)

ED 092 040

Kroepsch, Robert H., Ed. Cohen, John M., Ed.

Issues and Needs of Postsecondary Education in the West: A Legislative/WICHE Inquiry.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date May 74

Note—45p.; Proceedings of the Legislative Work Conference on Higher Education (Phoenix, Arizona, December 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Administrative Policy, Conference Reports, Educational Change, *Educational Finance, Educational Needs, *Higher Education, *State Government, *Statewide Planning, *Tenure

The biennial WICHE Legislative Work Conference sought to determine how State legislators and officials conceived the major needs and issues of postsecondary education in the West and to reach some consensus as to the relative importance of those issues and needs vis-a-vis each other. The final results of this approach, using the Delphi technique, are presented in the first section of this publication. It is hoped that they will prove helpful to the participants in their consideration of educational problems in their own States. The three papers that were presented at the conference are printed in this document. They dealt with the need for future planning, the pros and cons of tenure, and summaries of the National Commission on the Financing of Postsecondary Education. Forecasts of changes in postsecondary education and WICHE's future role are also included. This publication is to be distributed to all legislators and college and university presidents in the West. Its purpose is to call attention to some of the future needs of postsecondary education in the next decade. (Author/PG)

ED 092 041

Perspectives and Plans for Graduate Studies. 3.

Economics 1973.

Ontario Council on Graduate Studies, Toronto.

Advisory Committee on Academic Planning.

Pub Date 74

Note—237p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 (\$5.00)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Curriculum, *Curriculum Planning, *Economics, *Foreign Countries, *Graduate Study, *Higher Education, Statewide Planning

Identifiers—*Canada

This report is one of a series of disciplinary planning studies carried out by the Advisory Committee on Academic Planning of the Council of Ontario Universities. The emphasis of the report is on forward planning, and it is hoped that it will help ensure the more ordered growth and development of graduate studies in Ontario's universities. This report deals with all aspects of economics. Recommendations suggest: (1) the universities' plan for M.A. enrollment be accepted; (2) the provincial plan for general doctoral work in economics recognize the programs at McMaster, Queen's, Toronto, and Western, and the plans of these universities be accepted; (3) if there are signs of extraordinary growth in Ph. D. enrollments of high quality in the province beyond current numbers, a fifth general Ph. D. program should be considered; (4) universities wishing to introduce small, limited-enrollment, specialized Ph. D. programs and able to obtain a favorable appraisal should be free to introduce such programs and this action would be consistent with the provincial plan; (5) the universities consider reviewing and tightening up their M.A. programs by placing more emphasis on theory and quantitative methods, streamlining

and consolidating optional courses, and considering the place of a master's thesis. Sixteen additional recommendations and the reports of the Council of Ontario Universities and of the Advisory Committee on Academic Planning are included. (Author/MJM)

ED 092 042 HE 005 604
Perspectives and Plans for Graduate Studies. 5. Chemistry 1973.

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning. Pub Date 74
 Note—185p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 (\$5.00)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Chemistry, Chemistry Instruction, Curriculum, *Curriculum Planning, *Foreign Countries, *Graduate Study, *Higher Education, Statewide Planning
 Identifiers—*Canada

This report is one of a series of disciplinary planning studies carried out by the Advisory Committee on Academic Planning of the Council of Ontario Universities. The emphasis of the report is on forward planning, and it is hoped that it will help ensure the more ordered growth and development of graduate studies in Ontario's universities. This report deals with all aspects of chemistry. Recommendations suggest: (1) the facilities for graduate work in chemistry in Ontario be sufficient to cater to the likely number of suitable Canadian students together with a component of foreign students; (2) the desirability of maintaining and improving the overall quality of Ph. D. study by concentrating it in a smaller number of programs should be seriously examined; (3) action be taken by the provincial government to facilitate the active involvement in research work of faculty members of departments not authorized to offer Ph. D. programs; (4) departments intensify efforts to share equipment, to introduce joint programs, to cross-appoint some faculty members, to build complementary areas of strength, and to avoid undesirable duplication; (5) the field of analytical chemistry be reinforced in some departments in Ontario universities; (6) universities ensure the existence of adequate criteria and procedures for determining which individual faculty members should act as supervisors of Ph.D. theses. Nine additional recommendations and the reports of the Council of Ontario Universities are included. (Author/MJM)

ED 092 043 HE 005 605
Campus Statistics: Fall Quarter 1973 and Year 1972-1973.

California Univ., Berkeley. Office of Institutional Research.

Pub Date Apr 74
 Note—97p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—College Students, Degrees (Titles), *Enrollment, Geographic Distribution, Grade Point Average, *Higher Education, Statistical Data, *Student Characteristics, *Student Enrollment, Transfer Students, *Universities
 Identifiers—Berkeley, *University of California

This document presents campus statistics for the University of California, Berkeley for the fall quarter 1973 and year 1972-73. Part 1 presents statistics for campus enrollment; new, continuing, and returning students; full-time, and part-time students; undergraduates by college or school and class level; major field of study; undergraduate and graduate students by department; home locality at time of admission; students in the education-abroad program; sources of new undergraduate students by type of transfer institutions; age of students; ethnic identity of students; instructional staff in teaching departments; and university extension. Part 2 presents similar data with the inclusion of distribution of cumulative grade-point averages for students who completed the spring quarter 1973, degrees and certificates awarded year 1972-73, degrees awarded 1972-73 by department, summer session enrollments, and university extension. (MJM)

ED 092 044 HE 005 606
Musick, Mark D. Cribbs, Jeffrey S. Virginia Higher Education/The 1974 General Assembly. A Summary of Legislation and Appropriations.

Virginia State Council of Higher Education, Richmond.

Pub Date Apr 74

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Finance, Educational Legislation, *Higher Education, *Resource Allocations, *State Laws, *State Legislation, *Statistical Data
 Identifiers—*Virginia

This document summarizes higher education bills and appropriations to higher education approved by the 1974 General Assembly of Virginia. For bills passed affecting sections of the Code of Virginia, the Code sections are identified so the full text of the legislation may be read. Resolutions do not affect Code sections and do not appear in the Code but may be found in the Acts of Assembly for the 1974 session. The summary information is brief and divided to cover house bills, house joint resolutions, senate bills, and senate joint resolutions. An analysis of higher education appropriations is presented in addition to statistical data concerning appropriations from the state general fund for operating expenses. (Author/MJM)

ED 092 045 HE 005 607

Humphrey, David A. Instructional Development: The Problems of Costs and Effectiveness.

Pub Date 12 Mar 74

Note—17p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Chicago, Illinois, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Cost Effectiveness, Educational Administration, *Educational Innovation, Experimental Programs, *Higher Education, Instructional Innovation, *Management, Productivity, *Program Evaluation, Speeches

Higher education today is the target of growing pressure for improved management procedures. As one response to these societal pressures, higher education has developed numerous non-traditional patterns of instruction. The purpose of this paper is to discuss educational and instructional development, that is, change within higher education, and the evaluation thereof, that is educational and instructional cost analysis and quality measures as they currently exist and operate in higher education, and to emphasize particularly how they apply to individual courses of instruction. This discussion attempts to identify flaws, problems, or difficulties in this area and to illustrate some identified barriers in the cost analysis of nontraditional instructional programs. The problem areas which have been identified result from present techniques that are limited by basic assumptions, procedures, and terminology regarding the organization of instructional processes. They are, consequently, traditionally oriented and narrow in scope. (Author/PG)

ED 092 046 HE 005 609

DeZoort, Frank A., Comp. Flewelling, William C., Jr., Comp.

Minority Report - 1973.

American Assembly of Collegiate Schools of Business, St. Louis, Mo.

Pub Date [74]

Note—57p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Admission Criteria, *Business Administration, *Doctoral Programs, Enrollment Trends, *Faculty, Financial Support, *Higher Education, *Masters Degrees, *Minority Groups, Statistical Data, Surveys, Undergraduate Study

The data in this report are the summation of a questionnaire sent to all educational members of The American Assembly of Collegiate Schools of Business to ascertain information regarding minority students and faculty. As a result of this effort, 236 questionnaires were returned by member institutions; of this, 125 were from accredited institutions, 106 from nonaccredited institutions, and five were unknown. Statistical tables contain data concerning: undergraduate program enrollment, students expected to complete bachelors degrees 1972-73, enrollment in master's programs, expected graduates [M.B.A./doctorates] by major fields for 1972-73, minority faculty by field and rank, special programs, admission criteria, and financial assistance. (Author/PG)

ED 092 047 HE 005 611

Browne, Forrest R.

[Survey of Department of Defense full-time fully funded graduate and undergraduate education programs].

General Accounting Office, Washington, D.C.

Pub Date 6 Mar 74

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Armed Forces, Doctoral Degrees, *Financial Support, *Graduate Study, *Higher Education, Masters Degrees, *Military Personnel, *Officer Personnel, Surveys, Undergraduate Study

Contained in this letter is a survey of Department of Defense full-time, fully funded graduate and undergraduate education programs for which over \$170 million was spent in fiscal year 1973. Each military service has a program in which officers are selected to attend accredited civilian institutions or military-operated postgraduate schools as full-time students. The officers selected pursue courses leading to a master's or doctorate degree while receiving full pay and allowances, tuition, travel, books, and other related expenses. Although the overall ratio of officers with doctorates to validated positions did not appear to be excessive, there were imbalances in the ratios in certain disciplines. In conclusion the services are not adequately controlling participation in the graduate education programs. The Army and Navy are permitting officers to enroll in disciplines having no validated requirements or in disciplines where there is a sufficient number of officers with advanced degrees already available. Statistical tables related to the text are included. (Author/PG)

ED 092 048 HE 005 613

Giving USA: A Compilation of Facts and Trends on American Philanthropy for the Year 1973.

American Association of Fund-Raising Counsel, Inc., New York, N.Y.

Pub Date 74

Note—58p.

Available from—The American Association of Fund-Raising Counsel, Inc., 500 Fifth Avenue, New York, New York 10036 (\$2.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Annual Reports, Educational Finance, Financial Support, *Grants, *Higher Education, Incentive Grants, *Private Financial Support, Statistical Data, *Trusts (Financial)

This document presents a compilation of facts and trends on American philanthropy for the year 1973. Emphasis is placed on donors, recipients, sources of philanthropy (individuals, bequests, foundations, and corporations), and areas of philanthropic opportunity (religion, education, health and hospitals, social welfare, arts and humanities, civic and public affairs, and international affairs and foreign aid). Tables and graphs presenting statistical data are included. (MJM)

ED 092 049 HE 005 616

Wynn, G. Richard

At the Crossroads: A Report on the Financial Condition of the Forty-Eight Liberal Arts Colleges Previously Studied in "The Golden Years, The Turning Point." No. 2.

Michigan Univ., Ann Arbor. Center for the Study of Higher Education.

Pub Date Apr 74

Note—40p.

Available from—Center for the Study of Higher Education, School of Education, The University of Michigan, Ann Arbor, Michigan 48104 (\$3.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Colleges, *Educational Finance, Educational Quality, *Expenditures, *Financial Problems, *Higher Education, *Liberal Arts, Private Colleges, Small Schools

This document reports on the financial condition of 48 liberal arts colleges. Emphasis is placed on the deficit picture between 1970 and 1973; income and expenditure trends for the 48 colleges; implications of the decline in expenditure growth; needed measures of inflation and real resource growth; indicators of financial and academic health in higher education. Data for the 48 colleges confirm that 1970 marked a turning point. Accelerating expenditure growth outstripped income growth, thereby producing more numerous

and larger deficits from 1967 to 1970; these trends were reversed from 1971 to 1973 as expenditure growth declined dramatically. Expenditure trends suggest that "quality distress" may replace "financial distress" in the 1970's. Surpluses are increasing, but real resource growth has come to a virtual halt at these 48 colleges. Survival may become the dominant operating principle, with quality deterioration a byproduct. (Author/MJM)

ED 092 050 HE 005 617

Catlin, Jamie Beth. *And Others*
Affirmative Action: Its Legal Mandate and Organizational Implications. No. 2.
Michigan Univ., Ann Arbor. Center for the Study of Higher Education.
Pub Date Mar 74

Note—81p.

Available from—Center for the Study of Higher Education, School of Education, The University of Michigan, Ann Arbor, Michigan 48104 (\$3.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Educational Administration, *Educational Equality, *Federal Laws, *Higher Education, *Legal Responsibility, Minority Groups, Sex Discrimination, *Universities

Identifiers—*Affirmative Action

This paper explores the dimensions of a law, Affirmative Action, and its impact on a university. Section 1 concerns legal aspects with emphasis on historical and legal perspectives of affirmative action; a summary of the guidelines and compliance procedures for administrators; and the legal implications of Affirmative Action as they may affect university administrators. Section 2, organizational aspects, reviews a conceptual framework and history of Health, Education, and Welfare (HEW)/university interaction; institutional response; and some organizational implications of Affirmative Action. (MJM)

ED 092 051 HE 005 618

Burtchell, James Tunstead
A Word in Favor of Trusting Trustees.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date 9 Jul 73

Note—8p. Speech presented at the Annual Meeting of the National Association of College and University Business Officers (Chicago, Illinois, July 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Administrative Personnel, Administrative Policy, *Educational Administration, Governance, *Governing Boards, *Higher Education, Policy Formation, Speeches, *Trustees

The most appropriate form of governance for higher education in the U.S. is by boards of trustees. The strong hand of governing boards has been felt and has caused some alarm. Faculty and students in search of academic power, who had previously thought that it was to be had at the price of endless ennuis in campus committees, are claiming seats on the governing boards. The need for vigorous governing bodies resides within both public and private institutions alike. The board of trustees must also be independent of the academics as it is of the politicians. Governance must be exercised both within and without. Externally, the college or university accounts for itself to a group of lay trustees who hold it responsible for society's needs. It is also responsible to a group of peer institutions who grant it accreditation. Internal governance involves administration and faculty and generally in major matters requires ratification but not reconsideration by the trustees. Boards of trustees must be saved from becoming either instrumentalities of the State or appellate gatherings of the academy. (Author/PG)

ED 092 052 HE 005 619

Boyd, William B.
The Impact of Collective Bargaining on University Governance.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Nov 73

Note—6p. Paper presented at the Annual Meeting of the National Association of College and University Business Officers (Chicago, Illinois, July 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Collective Bargaining, Collective Negotiation, College Faculty, *Educational Administration, *Educational Change, *Governance, *Higher Education

A number of ways in which college and university governance may change as collective bargaining is introduced to the campuses are discussed. Changes include: (1) an increase in board power at the expense of faculty power; (2) personnel policies become increasingly formal, more subject to review and appeal, more uniform, and more centralized; (3) an increase of line item budgeting at a centralized level as a means of sheltering funds against bargaining demands; (4) a change in the techniques and tone of administration with a new emphasis on accountability; (5) a temporary setback for the student movement with the site of power moved to a bargaining table at which students are not represented; and (6) a decrease in the power and prestige of the old faculty elite. (Author/MJM)

ED 092 053 HE 005 620

Newman, Frank
Trustee Accountability and National Policy

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Apr 73

Note—7p. Paper presented at the Association of Governing Boards National Conference on Trusteeship (San Francisco, California, April 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Educational Accountability, *Governance, *Governing Boards, *Higher Education, *Trustees

Two trends that from the national point of view of the role of trustees demand attention are: (1) that higher education is in the process of reorganization and (2) that higher education must now answer questions concerning objectives and whether or not these objectives are paying off. Four responses to these issues in terms of national policy are: (1) encourage an open and vigorous debate on where education is going and what accountability of higher education means; (2) decide whether a centralized or decentralized system of higher education is necessary; (3) represent the institutions of higher education in a new way to the broader general public; and (4) represent public concerns to the institution. (Author/MJM)

ED 092 054 HE 005 621

Cunningham, Merrimon

The Governance of Higher Education: Selected Problems.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Apr 73

Note—12p. Paper presented at the Association of Governing Boards National Conference on Trusteeship (San Francisco, California, April 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Collective Bargaining, *Educational Administration, *Educational Problems, Effective Teaching, *Governance, *Governing Boards, *Higher Education, Presidents, Tenure, Trustees

Six priority problems of governance are discussed to parallel in part and to complement the Carnegie Commission on Higher Education list of priority problems. The Carnegie Commission suggests the six major problems concern: (1) the adequate provision for intellectual, academic, and administrative independence of the institution; (2) the role of the board of trustees and of the presidency; (3) collective bargaining for faculty members; (4) rules and practices governing tenure; (5) student influence on campus; and (6) handling of emergencies. The author suggests six additional concepts: (1) interdependence of higher education institutions complements independence; (2) the character of the boards of higher education; (3) loss of confidence in higher education; (4) the provision of good teaching; (5) provisions for meeting student needs; and (6) the overriding temper of the institutions that leads to emergency situations. Commentaries concerning this report are included. (Author/MJM)

ED 092 055 HE 005 622

Ostar, Allan W.

State Leadership in Postsecondary Education: A Balance of Powers.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Jun 73

Note—6p. Speech presented at the Annual Meeting of the Education Commission of the States (Minneapolis, Minnesota, June 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Governing Boards, *Higher Education, *Leadership Responsibility, Post Secondary Education, State Action, State Colleges, State Standards, State Universities, *Trustees

The leadership role of the State must be to assure access for all of its citizens to a quality education. This is an all-encompassing role, and it includes many factors. An important factor is that States must support the low-tuition principle in colleges and universities. The best student aid program ever devised is low-tuition. Closely related to the matter of low-tuition are the State appropriations to higher education. If the State appropriations process is an orderly and fair process, colleges and universities can develop reasonable expectations of State funding. These expectations are necessary for planning, development, and for the consistent execution of college policy. A responsible financial attitude on the part of the State can eliminate breaches of personnel procedures, faculty programs, and deterioration of morale. (Author)

ED 092 056 HE 005 623

Wessell, Nils Y.

Board-President Relationships: Second Thoughts.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Jan 74

Note—13p. Speech presented at the Association of Governing Boards Conference (Atlanta, Georgia, October 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Administrative Personnel, Administrative Policy, Educational Administration, *Governing Boards, *Higher Education, Policy Formation, *Presidents, Speeches, *Trustees

If our colleges and universities have not kept pace with the rapidly changing society that higher education has created, to what extent can this fact be laid at the door of trustees or ascribed to the relationships between policymaking bodies in higher education and the operating leadership in administration? It is to this question that this reprint addresses itself. Presidents should be strong in the sense that they are willing to deal with boards whose enthusiasm leads them into areas where they do not have competence. One of the most difficult problems the president has to face is the trustee who has been responsible for significant past gifts to the institution or who obviously is capable of substantial future gifts and who attempts to use the power of the purse to influence decisions. Only effective and enlightened leadership from the president and board of trustees can handle critical issues in a way to insure that the public wisdom will continue to be an ally on the side of higher education. (Author/PG)

ED 092 057 HE 005 625

Wharton, Clifton R., Jr.

The Stewardship of Trustees and the President.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Sep 73

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Educational Administration, *Governance, *Higher Education, *Leadership Responsibility, *Presidents, *Trustees

Higher education in the United States is under siege. Students clamor for better teaching and greater academic "relevance." Faculty seek stronger protection of their interests through collective bargaining. State legislatures and private donors have shifted higher education downward on their lists of fiscal priorities. To reverse this drift, trustees and presidents must take the initiative. If higher education is to put its house in order and restore its esteem among various

publics, trustees and presidents must develop a joint counterattack. Only through improved teamwork, recognizing our complementarities within an intelligent division of labor, can we hope to provide sorely needed leadership. (Author/MJM)

ED 092 058 HE 005 626

Glenny, Lyman A.
Statewide Planning and Local Autonomy.
Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Sep 73

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Educational Accountability, Educational Administration, *Governance, *Governing Boards, *Higher Education, Post Secondary Education, *Statewide Planning, *University Administration

Governing board members and chief administrators are increasingly faced with outside demands for better accountability, higher productivity, and experimental innovations at the same time that students stress the need for more relevant courses and more daily contact with professors. A few of the most important trends which have potential for strengthening and further centralizing planning and coordination for the traditional colleges and universities suggest: (1) State general revenue support for higher education is leveling off; (2) higher education will no longer be a growth industry nor even a steady state industry unless an entirely new constituency can be attracted to its institutions; (3) the Federal Government has adopted policy reducing the number and volume of dollars for categorical programs that aid institutions and is instead giving financial aid to the students so that they may attend institutions of their choice; (4) there is a growing tendency for those who want training in a great variety of skills, and in career education, to attend proprietary and industrial schools rather than colleges and universities; and (5) there is more collective bargaining by faculty. (Author/MJM)

ED 092 059 HE 005 627

Walters, Donald E.
Collective Bargaining in Higher Education.
Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Mar 73

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Collective Bargaining, Collective Negotiation, *College Administration, *College Faculty, *Governance, *Higher Education, Teacher Administrator Relationship

An approach to collective bargaining, in which structure and governance are carefully introduced into a contract, can act as a kind of restraint on both parties and minimize the scope of adversarial relationships to those matters for which there appears to be no alternative. By enlarging the role and responsibilities of faculty governance within the collective bargaining agreement, such alternatives are less necessary or sought after. When everything else is stripped away from the bargaining process, what is at stake is the relationship of the parties. Depending therefore on the set of assumptions about themselves and their institutions that each side brings to the table, the parties will get the relationship they want or deserve. (Author/MJM)

ED 092 060 HE 005 628

Conversation with Clark Kerr. [Qualities of the Ideal College/University Board of Trustees].
Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Jul 73

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Administrator Role, *Governing Boards, *Higher Education, *Interviews, *Trustees

Identifiers—*Kerr (Clark)
This document presents a conversation between Dr. Clark Kerr, chairman of the Carnegie Commission on Higher Education, and Robert H. Zeffer, a radio newsman. Topics discussed encompass the attitudes of members of boards of trustees, the selection of board members, the role of the chairman of the board, and the role of the board of trustees. (MJM)

ED 092 061 HE 005 645

Nwagbaraocha, Joel O.
Systems Analysis Approach to Academic Planning Part III.

Institute for Services to Education, Washington, D.C.

Pub Date Jun 74

Note—10p.

Available from—Research Profile, Management Information Systems Directorate, Institute for Services to Education, Inc., 2001 S Street N.W., Washington, D.C. 20009 (\$0.20)

Journal Cit—Research Profile; v2 n2 Jun 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Educational Administration, Educational Planning, *Higher Education, *Management, *Systems Analysis, *Systems Approach

The increasing magnitude of the enterprise of education, the rapid growth of knowledge, the changing educational administrative requirements and challenges, and the development of new educational programs to match the range of students' diverse interests and capacities—all these challenges call for rapid upgrading of the quality and technique of academic planning and management in higher education. These challenges are evident in the need for adequate and suitable resources and their effective use. This paper deals with generic academic planning constructs. The effort is to develop a conceptual framework within which relationships of a college's academic operations can be viewed as a coherent system. The need for the development of a holistic approach becomes evident as one observes how college academic planning and management have met the problems of growth with improvised decisions based on inadequate information. The generic academic planning constructs are only variables to be considered in the enterprise of academic planning. The emphasis is that planning for an existing enterprise is definitely a process not of creation but of identifying and articulating that which exists and then molding those dimensions into a well understood and directed whole. (Author/MJM)

ED 092 062 HE 005 648

Postdoctoral Training in the Biomedical Sciences: An Evaluation of NIGMS [National Institute of General Medical Sciences] Postdoctoral Training and Fellowship Programs.

National Academy of Sciences - National Research Council, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—HEW-NIGMS-72-2; PH-43-64-44

Pub Date Jun 73

Note—176p.; Document may reproduce poorly
Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (PB-231 164/SGA, MF \$1.45, HC \$12.00)

Document Not Available from EDRS.

Descriptors—*Fellowships, *Higher Education, Manpower Development, Manpower Needs, *Medical Education, Medical Students, *Post Doctoral Education, *Program Evaluation

Since 1958, the NIGMS has engaged in and promoted a program of postdoctoral training with two general goals: To enlarge and improve the pool of manpower available for biomedical research; and to provide for advanced training of researchers in the nation's graduate and medical schools. Conclusions regarding the effectiveness of postdoctoral training include: The post-M.D. program must be retained; post-Ph. D.s must continue to be supported; and a balanced program of support, including fellowships, traineeships, individual research grants, and institutional grants is essential to the nation's continued health. (Author)

ED 092 063 HE 005 651

Huebner, John M.
The University of Minnesota Twin Cities Campus Freshman Class of 1973 with Comparisons to the Freshman Class of 1967.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 1 Jun 74

Note—21p.

Journal Cit—Office of Student Affairs Research Bulletin; v14 n22 Jun 1, 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Academic Achievement, *College Freshmen, *Financial Support, *Higher Education, Parental Background, Research Projects, *Student Characteristics, *Universities

Identifiers—*University of Minnesota

This paper is a followup study of freshmen on the Twin Cities campus of the University of Minnesota. The first study was done in 1968 on the 1967 freshman class. The present study uses basically the same data as the 1968 report including distribution by college and sex, age distribution, parental occupations, paternal education, maternal education, comparison of maternal-paternal levels of education, ability characteristics of entering freshman, high school rank, Minnesota Scholastic Aptitude Test percentile rank, high school grade-point average, American College Testing Program examinations, and financing of education. Comparisons are made between the 1967 and 1973 freshmen to see if any changes occurred. (Author/MJM)

IR

ED 092 064 64 IR 000 564

Prizek, Robert Bond, Jack H.
Notes on Time Series Analysis. Special Report No. 722.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Media Services and Captioned Films Branch.

Pub Date Feb 72

Contract—OEC-9-423617-4357(616)

Note—8p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Bayesian Statistics, *Computer Programs, Educational Research, *Mathematical Models, *Research Methodology

Identifiers—Computer Based Project Evaluation Media Handicap, *Time Series Analysis

A research project developed a computer program for analyzing time series quasi-experimental data. The program generates a nonstationary, integrated moving average time series model; it is used to estimate a parameter which indexes the instantaneous change in level of the time series due to a predesignated treatment. The entire method is based on a Bayesian model for which a uniform rectangular prior to and following the treatment carry primary weights. Computer Print-out Appendix deleted from document due to irreproducibility of original. (Author)

ED 092 065 IR 000 606

Polsky, Richard M.
Getting to Sesame Street: Origins of the Children's Television Workshop.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Pub Date 15 May 74

Note—139p.

Available from—Aspen Program Office, 770 Welch Road, Palo Alto, California 94304 (\$3.95, paper); Praeger Publishers, P.O. Box 1323, Springfield, Massachusetts 01101 (\$11.00, hardcopy)

Document Not Available from EDRS.

Descriptors—Affective Behavior, *Cognitive Development, Cognitive Objectives, Educational Planning, *Educational Television, Financial Support, Intellectual Development, Preschool Curriculum, *Preschool Education, Preschool Learning, Preschool Programs, *Program Planning, Public Television

Identifiers—Childrens Television Workshop, Sesame Street

How can children, disadvantaged as well as middle-class, be taught cognitive skills through the medium of television? This is the question Richard Polsky addresses in describing the planning and early development (1966-1968) of the Children's Television Workshop. An examination of the period prior to the public announcement of the project tells how the idea of a cognitively based series for 3- to 5-year-olds was developed, how the proposal was written, financing secured, technical advice obtained, and a staff hired. The author describes in detail the four indispensable ingredients for success which were

84 Document Resumes

identified: planning, talent, money, and timing. Extensive appendices detail the funding and time chart for the project and provide a glossary and resource list. (WCM)

ED 092 066 88 IR 000 607

Annotated List of Locally Developed Educational Games. Project SESAME Practical Document No. 7. Revised Edition.

Project SESAME, Danville, Pa.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—DPSC-68-3442

Pub Date Sep 69

Note.—194p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, Classroom Games, *Educational Games, Educational Innovation, Elementary Grades, Games, Intermediate Grades, Primary Grades, Regional Cooperation, Regional Programs, Secondary Grades, Simulation, Teacher Developed Materials

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Multi Innovative Experiences, *Project SESAME G, Synergetic Activities

The principal objective of Project Sesame is to improve opportunities for pupil learning by developing a model for the coordination of smaller school districts' innovative ventures; a related objective is the stimulation of professional staff. This Project Sesame document lists educational games (K-12) developed at workshops by teachers in a 5-county region of central Pennsylvania. Many of the games have been played and tested in the 18 elementary and secondary school systems in the region. To achieve the objectives, diverse innovative, experimental, and curriculum programs are supported by Project SESAME G which is financed with ESEA Title III funds. The game listings include a general description, suggested subject areas (business education, foreign languages, geography, health, language arts, math, science, and social studies), grade levels (primary, intermediate, junior high, and senior high), and number of players, as well as possible subject areas or grade levels for which the games can be adapted. Index sheets are included to assist the reader in using the alphabetized list of games. All of the games have been edited and are continually being revised by the SESAME G staff. Write-ups of the basic components of each game are available from the SESAME office on request. (WCM)

ED 092 067 IR 000 608

Hawbridge, David G.

Media Taxonomies and Media Selection.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date 22 Feb 73

Note.—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Educational Technology, Instructional Innovation, *Instructional Media, *Instructional Technology, *Media Selection, Media Specialists

Identifiers—British Open University, Council of Europe, Institute of Educational Technology

The problem of how multimedia institutions should choose specific media for various learning tasks is explored in this informally-written paper. Several approaches to the problem are reviewed and rejected as unsatisfactory solutions. The steps described in Briggs' "Handbook of Procedures for the Design of Instruction" are briefly reviewed and shown to require analyses so complex that they must be rejected due to time and money constraints. The need for guiding principles for media selection, based on research, is emphasized; and some exploratory studies in this direction are mentioned. (WDR)

ED 092 068 IR 000 609

Colleges and Universities Offering Courses and Degree Programs Involving Educational Broadcasting.

National Association of Educational Broadcasters, Washington, D.C.

Pub Date 74

Note.—68p.

Available from—National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 (\$8.00)

Document Not Available from EDRS.

Descriptors—*College Programs, Course Content, *Course Descriptions, Educational Radio, *Educational Television, Graduate Study, *Media Specialists, Public Television, Special Degree Programs

Identifiers—*Educational Broadcasting
This book provides information on institutions preparing students for work in educational and public broadcasting. This second edition has been revised and updated. Each institution was asked 10 questions relating to its educational broadcasting courses and programs. In addition to courses, program questions concern financial assistance, minority students, and graduate placement. The answers, edited for clarity and style, constitute this book. This publication is not a course catalog or a complete listing, but rather a guide for further inquiry. Names and addresses of contacts at each institution appear at the end of each listing; the individuals will provide further information on request. (WCM)

ED 092 069 IR 000 610

Thompson, Gerald Wayne

Virginia: A TV Social Studies Experience. A Background Paper.

Old Dominion Univ., Norfolk, Va.

Pub Date Apr 74

Note.—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Geography, Grade 4, Grade 7, Grade 11, Grade 12, *History, *Instructional Television, *Social Studies Units, State Curriculum Guides, *State Programs

Identifiers—Virginia, Virginia Council for the Social Studies

This report describes an instructional package designed to replace a set of unsatisfactory textbooks used to teach State history, government, and geography to 4th-, 7th-, 11th-, and 12th-grade students in Virginia. The format of the package, taking what is described as the "inquiry approach", revolves around a series of short television programs with pre- and post-viewing classroom activities. The report is divided into three major sections. The first discusses instructional methodology—inquiry, concept learning, and valuing. The second describes the format of a typical unit of instruction, and the third reviews the extant literature on research in instructional television. Two typical lessons are attached as appendices. (WDR)

ED 092 070 IR 000 611

Dickson, Edward M. Bowers, Raymond

The Video Telephone: Impact of a New Era in Telecommunications. A Preliminary Technology Assessment.

Cornell Univ., Ithaca, N.Y. Program on Science, Technology, and Society.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date May 74

Note.—256p.; Praeger Special Studies in U.S. Economic, Social, and Political Issues

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$11.00)

Document Not Available from EDRS.

Descriptors—Interdisciplinary Approach, *State of the Art Reviews, *Telecommunication, *Telephone Communications Industry, *Telephone Communication Systems, *Video Equipment

Identifiers—*Video Telephone

This technological assessment of the video telephone discusses in some detail the basic principles of video telephony, the many forms of video telephones, as well as competing and complementing technologies. The development of related and supporting technologies and the institutional and regulatory setting of the medium are also reviewed. The impact of video telephones on society is discussed in terms of human response, organizations, transportation, energy and environment, medical applications, education, economic considerations, law, and international relations. (WCM/JY)

ED 092 071 IR 000 613

Ahl, David H.

Getting Started in Classroom Computing.

Digital Equipment Corp., Maynard, Mass.

Pub Date Jan 74

Note.—27p.

Available from—Digital Equipment Corporation, 146 Main Street, Maynard, Massachusetts 01754 (\$1.50, discount on quantities over 30)

Document Not Available from EDRS.

Descriptors—Classroom Games, Computer Programs, *Computers, *Computer Science Education, *Educational Games, Mathematics Education, Secondary Grades

Identifiers—Digital Equipment Corporation, Peoples Computer Company

Written for secondary students, this booklet provides an introduction to several computer-related concepts through a set of six classroom games, most of which can be played with little more than a sheet of paper and a pencil. The games are: 1) SECRET CODES—introduction to binary coding, punched cards, and paper tape; 2) GUESS—efficient methods of searching for mystery numbers; 3) HURKLE—introduction to grids and coordinate systems; 4) BAGLES—introduction to mathematical logic; 5) CAVES—networks and tree structures; 6) ANIMAL—learning to creatively compare similarities and differences of objects. In addition to the games are the code for a computerized version of CAVES and a list of readings and films useful for introductory computer courses. (WDR)

ED 092 072 32 IR 000 614

Library Services and Construction Act (LSCA)

Annual Program, State of Kansas, Fiscal Year 1974, Title I.

Kansas State Library, Topeka.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Report No.—P-1.74-1

Pub Date 74

Note.—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Annual Reports, Evaluation, Information Services, *Library Cooperation, *Library Planning, *Library Programs, Library Services, *Public Libraries, *State Libraries, State Programs

Identifiers—*Kansas, Library Services and Construction Act, LSCA

Ten library programs for the State of Kansas for 1974, under the Library Services and Construction Act, are described: library services to the disadvantaged, personnel development, State audiovisual materials center, library services for the blind and physically handicapped, institutional library service, public information program, reference and interlibrary loan, State library administration, interlibrary loan resource project, and interlibrary cooperation. The following information is given for each program: a description of the project; aims; contributions to long-range program; and administration. Some may also include economic or social conditions, participating agencies, evaluation design, special characteristics, or action steps. (LS)

ED 092 073 IR 000 615

Educational Technology: Progress and Promise.

The Report of the National Council for Educational Technology for the Years 1967 - 1973.

National Council for Educational Technology, London (England).

Pub Date 73

Note.—75p.

Available from—Councils and Education Press Limited, 10 Queen Anne Street, London, W1M 9LD, England (90 pence)

Document Not Available from EDRS.

Descriptors—*Educational Innovation, *Educational Technology, *Instructional Innovation, *National Organizations, *Program Descriptions

Identifiers—Great Britain, *National Council for Educational Technology, NCET

This report summarizes the activities of Great Britain's National Council for Educational Technology (NCET) for the term of its existence—April 1967 to September 1973. The council's aim was to promote, develop, and assist innovation in educational methodology. NCET's activities are summarized under the workings of its seven problem-centered operational committees: the information systems committee, whose aim was to coordinate and extend the activities of various national information agencies; the industrial training working party, which served as liaison between NCET and the industrial training sector; the joint committee on resource develop-

ment and resource management, concerned with user needs and the creation of specific materials; the publications committee; the training and innovation committee, whose task was the identification of new classroom techniques and the inservice training of teachers in these methods; and the working group on rights, which studied the copyright question. The report concludes with consideration of NCET's successor organization and with a listing of the council's personnel, projects, and publications. (SL)

ED 092 074 IR 000 616

Taylor, Sandra. *And Others*

The Effectiveness of CAI.

Pub Date 8 May 74

Note—26p.; Paper presented at the Annual Convention of the Association for Educational Data Systems (New York, New York, May 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Computer Assisted Instruction, Computers, Educational Innovation, *Educational Methods, *Educational Research, *Educational Technology, Instructional Aids, Instructional Innovation, Instructional Materials, Instructional Programs, *Instructional Technology

This paper reviews the empirical research that has been done with computer assisted instruction (CAI) in an attempt to gain an overview that will allow the effectiveness of CAI to be evaluated. In the review, the area of CAI is divided into four basic modes: drill and practice, problem solving, tutorial, and simulation. Each mode is defined, and relevant research is discussed. A further section discusses research in applications involving a combination of the four basic modes. Briefly, the conclusions of the review were that CAI can be an effective instructional tool, that students generally learn more rapidly but retain less with CAI than with traditional methods, that CAI is more effective for low ability students than for middle and high ability students, and that both students and teachers are highly enthusiastic towards CAI as a means of instruction. (WDR)

ED 092 075 IR 000 617

Proceedings of the Regents CATV Conference, September 25, 1973, Albany, New York.

New York State Education Dept., Albany, Bureau of Mass Communications.

Pub Date 25 Sep 73

Note—81p.

Available from—Bureau of Mass Communications, The University of the State of New York, The State Education Department, Albany, New York 12224 (\$1.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Cable Television, Communications, Community Education, *Conference Reports, Costs, Educational Equipment, Educational Innovation, *Educational Television, Instructional Technology, Legal Problems, Media Technology, *Public Policy, Public Television, *Statewide Planning

Identifiers—New York

A statewide conference organized by the Regents of the University of the State of New York explored the potential uses of cable television to meet educational and instructional needs. Participants included both municipal and town officials and chief school and higher education administrators. The conference examined several aspects of cable television—its legal problems, methods for using cable systems, and ways in which cable systems can be incorporated into or can supplement both already existing uses of communications in various towns and cities, and institutions of learning. The speakers included leaders in national and state affairs having knowledge of cable television systems, as well as lawyers, educators, and administrators. (WDR)

ED 092 076 IR 000 619

Dickson, William Patrick

An Instructional Device for Teaching Verbal Skills Through Structured Interactions Between Children in a Communication Game. Final Report.

Stanford Univ., Calif. School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NIE-P-1-I-101

Pub Date Jun 74

Note—171p.; Ph.D. Dissertation, Stanford University

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—Behavioral Science Research, *Children, *Communication Skills, *Educational Games, Educational Research, Redundancy, *Stimulus Devices, Verbal Communication, Visual Stimuli

Identifiers—Referential Communication Skills

Forty-eight pairs of children between the ages of 4 and 8 were the subjects of this study of the development of referential communication skills and the use of technology to structure interactions between people. A communication game device was used to present children with sets of four referents on separate screens. The referents were either nameable pictures, abstract figures, people figures, or relational figures. One child of each pair described a referent, and the other child selected the referent described to him by pushing the button under the correct figure. The only variable pertaining to the subjects which was found to be significant was age. Sex, I.Q., birth order, and socioeconomic level were not related to performance. Large individual differences in performance were noted and suggested as a base for further study. Errors varied according to referent type. Context redundancy and descriptive salience reduced errors. Errors decreased across trials for the people referents. Cautious optimism is expressed regarding the training of referential communication skills. The game device was felt to be an effective method of structuring educational interactions. (JG)

ED 092 077 IR 000 620

Copyright and Education. A Guide to the Use of Copyright Material in Educational Institutions.

Working Paper No. 8.

National Council for Educational Technology,

London (England).

Report No.—NCET-WP-8

Pub Date 72

Note—91p.

Available from—Councils and Education Press, Ltd., 10 Queen Anne Street, London W1M 9LD, England (90 pence)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Authors, *Copyrights, Instructional Materials, Instructional Media, *Laws, Legal Problems, Publishing Industry, *Reprography, *State of the Art Reviews, Teacher Responsibility, *Teachers

Identifiers—Fair Use, *Great Britain

This working paper describes matters of copyright as they relate to teachers in Great Britain who wish to use copyrighted materials. An explanation of the principles of copyright law is followed by statements as to the present conditions of use by teachers of specific copyrighted materials: printed matter, recordings, films and photographs, multimedia kits, and locally produced materials. Alternative courses of action are suggested to simplify the difficulties of the copyright law in relation to usage for educational purposes. Appendixes include statements on the copyright question by a number of concerned organizations, including the British Broadcasting Company, the British Copyright Council, and the British Record Producers Association. (SL)

ED 092 078 IR 000 622

Wright, Andrew

Training for Educational Media Design. An Inquiry Carried Out on Behalf of the Department of Communication Design, Leeds Polytechnic. Working Paper No. 9.

National Council for Educational Technology,

London (England).

Report No.—NCET-WP-9

Pub Date 73

Note—58p.

Available from—Councils and Education Press, Ltd., 10 Queen Anne Street, London W1M 9LD, England (80 pence)

Document Not Available from EDRS.

Descriptors—Audiovisual Instruction, Career Ladders, Curriculum Study Centers, Education, Educational Facilities, Educational Technology, *Instructional Materials Centers, *Instructional Media, Job Training, *Media Selection, Professional Training, *Training, Training Objectives

Identifiers—Great Britain

A survey was made to determine the need for new media specialists to work in developing educational and training programs. In particular, an estimation of the present and future needs for trained personnel was analyzed. The greatest need identified was in primary and secondary

education. Other employment areas likely to expand included Teachers' Centres, Area Learning Resources Centres, educational technology service units in Further Education, the Open University, and educational publishing. The first criterion for employment was found to be the ability to produce visual matter: graphics, photographic, etc. In addition, the survey noted that qualified teachers with classroom experience, knowledge, and ability regarding media selection, design, and use will be much sought after, particularly if the individuals have practical ability. The final section proposes a curriculum and argues for the establishment of new courses. The appendixes propose course objectives and list people contacted during the survey. (WCM)

ED 092 079 IR 000 631

Guide to Free-Loan Sports Films (16mm).

Pub Date 74

Note—72p.

Available from—Serina Press, 70 Kennedy Street, Alexandria, Virginia 22305

Document Not Available from EDRS.

Descriptors—*Athletics, *Catalogs, Directories, *Films, Injuries, *Physical Activities, *Recreational Activities

Identifiers—*Free Materials

This catalog provides information on free 16 mm films dealing with a wide variety of individual and team sports, such as football, golf, water sports, snow sports, racing, and baseball, as well as on general sports competition and safety. Unless otherwise noted, the films are in color and with sound. Titles are listed alphabetically under their subject sport, with annotations including running time, ordering source, descriptive note, and service charge or limitations on distribution, if any. (SL)

ED 092 080 IR 000 635

Baer, Walter S. *And Others*

Cable Television: Franchising Considerations.

Rand Corp., Santa Monica, Calif.

Pub Date 26 Apr 74

Note—294p.

Available from—Crane, Russak & Company, Inc., 347 Madison Avenue, New York, New York 10017 (\$13.50)

Document Not Available from EDRS.

Descriptors—*Cable Television, City Planning, *Communications, Delivery Systems, *Development, Educational Planning, Facility Planning, *Planning, Policy Formation, State of the Art Reviews, Technological Advancement

Identifiers—*Franchising

This volume is a comprehensive reference guide to cable television technology and issues of planning, franchising, and regulating a cable system. It is intended for local government officials and citizens concerned with the development of cable television systems in their communities, as well as for college and university classes in communications. The opening chapter provides a basic understanding of cable technology. It explains how a cable system works and what new capacity is needed for additional communications. Chapter 2 presents step-by-step guidance in the drafting and awarding of a local franchise, as well as checklists of franchise provisions and the major elements in the franchising process. The following chapter describes technical considerations in franchising a cable television system. Chapters 4 and 5 concentrate on citizen participation: first, participation in the planning and franchising phases, and then participation by citizens after a franchise is granted. (Author/WCM)

ED 092 081 IR 000 639

Viet, Jean, Ed.

EUDISED Multilingual Thesaurus for Information Processing in the Field of Education. First English Edition.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 73

Note—391p.

Available from—Mouton Publishers, Herderstraat 5, The Hague, Netherlands (\$10.50)

Document Not Available from EDRS.

Descriptors—Coordinate Indexes, *Education, English, Indexing, Information Retrieval, Multilingualism, *Subject Index Terms, *Thesauri, *Vocabulary

Identifiers—EUDISED, European Documentation and Information System, *Multilingual Information Systems

The multilingual EUDISED thesaurus is a documentary language specially conceived for the processing of information regarding education in Council of Europe member states. It is intended first for use by abstracting and indexing institutions, especially those which define the contents of documents for retrieval by computer. But it is also designed for the users of information systems, who require a machine interrogation language for educational research. The EUDISED thesaurus is now published in three separate but concurring language editions: English, French, and German, with additional versions in process. The present volume is the English edition. It consists of two parts. The first classifies descriptors in numerically coded groups, subgroups, and smaller units. The synonymous terms of other languages are provided here, and the descriptor is given further definition by scope notes and reference to broader, narrower, and related terms. The second part of the volume arranges the descriptors in alphabetical order. For each term that can be combined with others, it lists the different combinations in which it can appear, thus providing a proper index to the vocabulary used. (Author/SL)

ED 092 082 IR 000 640
Copyright Law Revision. Hearings Before the Subcommittee on Patents, Trademarks, and Copyrights of the Committee on the Judiciary United States Senate, Ninety-Third Congress. First Session.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date Aug 73

Note—682p.

EDRS Price MF-\$1.20 HC-\$33.00 PLUS POSTAGE

Descriptors—Cable Television, *Copyrights, Education, *Federal Laws, *Federal Legislation, *Information Dissemination, Legal Problems, Libraries, Publishing Industry, Religious Agencies, *Reproduction
Identifiers—*Fair Use

Hearings were held by the Senate Subcommittee on Patents, Trademarks, and Copyrights to consider legislation (S. 1361) for the general revision of the copyright law, Title 17 of the United States Code. This report presents the text of S. 1361 and a transcript of the testimony of witnesses given on July 31 and August 1, 1973, in reference to five selected copyright issues: library photocopying, general educational exemptions, the cable television royalty schedule, a religious broadcasting exemption, and carriage of sporting events by cable television. The appendix includes 49 additional statements by publishing, broadcasting, library and professional associations and by several members of Congress. (SL)

ED 092 083 IR 000 641
An Integrated Information System for the National Library of Canada. A Summary of the Systems Development Project.

National Library of Canada, Ottawa (Ontario).

Pub Date 70

Note—79p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Cost Effectiveness, Costs, Electronic Data Processing, Information Services, *Information Systems, Library Technical Processes, *National Libraries, On Line Systems, *Systems Analysis, *Systems Development

Identifiers—Canada, *National Library of Canada
A summary of the final two-volume report of the Systems Development Project is contained in this document. The project was commissioned by the National Library of Canada to study and design an integrated information system for the library employing, where feasible, electronic data processing. Included are all of the recommendations of the final report, an analysis of the present situation, and activities of the National Library, a description and cost analysis of the proposed information system, implementation requirements, feasibility and advantages of the proposed system, and implications for other libraries and networks. Detailed supporting data, retrospective data, and data on internal problems contained in the final report have been omitted from the summary. (JG)

ED 092 084

Vonier, Thomas V. Scribner, Richard A.

Community Information Expositions; Issue-Oriented Displays and Popular Understanding of Social Problems.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date 73

Note—74p.

Available from—Robert Lamson, Program Mgr., Exploratory Research and Problem Assessment, National Science Foundation, Washington, D.C. 20050 (Free)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Citizen Participation, Communication (Thought Transfer), Community Involvement, *Expositions, Information Dissemination, Information Needs, Instructional Media, Outreach Programs, *Public Affairs Education, Scientific Enterprise, *Social Problems, *Technology

Identifiers—Capital City Readout, Community Information Systems

During its 1972 annual meeting in Washington, D.C., the American Association for the Advancement of Science sponsored a community information exposition, titled Capital City Readout, on the role of science and technology in local social problems. The exposition sought to explore various ways to exchange information about problems and policy issues among citizens, the government, and the community. A variety of interactive communication techniques such as graphic displays, games, and electronic devices were utilized. Persons attending the exposition were asked to fill out a ballot book on 22 local issues. This report presents a rationale for community information expositions, gives useful data on the exposition itself—such as costs and funding, exhibits and sponsors, and promotional activities—and provides an evaluation of the exposition. In addition, recommendations and suggestions for future expositions are discussed and some opportunities for future expositions suggested. (JG)

ED 092 085

Recommended Collections for Prison Law Libraries.

American Association of Law Libraries, Chicago, Ill.

Pub Date Jun 74

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Bibliographies, *Booklists, Check Lists, *Corrective Institutions, *Institution Libraries, Law Libraries, *Library Collections, Library Materials, Reference Materials
Identifiers—Prison Libraries

Two checklists are provided as a recommended collection for prison law libraries. The first list is for a minimum collection and the second for an expanded collection. Each entry includes place of publication, publisher, dates, number of volumes, and prices. Information on necessary shelf space and a directory of publishers is also included. (JG)

ED 092 086

Chevalier, Guy Gateau, Bernard

Report on the Instructional Use of the Computer. Vol. 1, Types of Uses.

Quebec Dept. of Education, Quebec. Lab. of Educational Information.

Pub Date Mar 73

Note—209p.; For related documents see IR 000 645 and 646

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Automation, *Computer Assisted Instruction, Computer Based Laboratories, *Computer Oriented Programs, *Computers, Educational Technology, *Instruction, Instructional Technology, Simulators, *State of the Art Reviews, Teaching Machines
Identifiers—Canada, Quebec

The different uses of computers in education were surveyed. Three major uses were defined: as a laboratory tool, as an instructional management tool, and as a teaching instrument. As a laboratory tool the computer is used as electronic equipment, a calculator, an automaton, a simulator,

IR 000 642

and a research and development tool. Instructional management uses are divided into information banks, testing aids (answer processing, test generation, and individualized testing), and computer-managed instruction. As a teaching instrument the computer can be used for drill and practice, tutorial work, or dialog. In each use classification, the application is presented, examples are given, instructional and technical aspects discussed, and experiments cited. Volume 1 gives the classification scheme that forms the foundation for volumes 2 and 3. (WH)

ED 092 087

Labrousse, Francois

Report on the Instructional Use of the Computer. Vol. 2, Costs.

Quebec Dept. of Education, Quebec. Lab. of Educational Information.

Pub Date Mar 73

Note—84p.; For related documents see IR 000 644 and 646

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, Computer Based Laboratories, Computer Oriented Programs, *Computers, Expenditure Per Student, *Instruction, Instructional Technology, *Program Costs
Identifiers—Canada, Quebec

Expenses related to the instructional use of computers in education are reviewed in depth. These expenses can be in seven different areas: terminals, computer, telecommunications, software, courseware, operation, and human resources. A cost breakdown is given for the different instructional uses classified in volume 1 and for different educational systems and computers. Costs are given on a per pupil basis for a year and for a terminal hour. Summaries and comparisons of costs are provided in appendixes. (WH)

ED 092 088

Dube, Lucien

Report on the Instructional Use of the Computer. Vol. 3, Scope.

Quebec Dept. of Education, Quebec. Lab. of Educational Information.

Pub Date Mar 73

Note—97p.; For related documents see IR 000 644 and 645

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, Computer Based Laboratories, Computer Oriented Programs, *Computers, Consortia, Educational Technology, Instruction, Instructional Technology, Organizations (Groups), *State of the Art Reviews, Teaching Machines
Identifiers—Canada, Quebec

The extent to which computers are presently used for instructional purposes is surveyed. The evaluation of computers and the more recent development of computers for education are traced. The growth of computer-assisted instruction centers and instructional computer languages is described. Computers, terminals, telecommunications, computer languages, and course programs are reviewed with respect to the equipment presently available in Canada, the United States, and France. Examples are given of the many types of computer terminals in use. Next, the classifications of computer use are illustrated by current examples. Each of the major areas of use—laboratory tool, instructional management tool, and teaching instrument—is treated separately. Finally, organizations and associations involved in the instructional use of computers are listed and described. (WH)

ED 092 089 88

Van Wari, Geraldine

Carrascollendas: Evaluation of a Spanish/English Educational Television Series Within Region XIII. Final Report. Evaluation Component.

Education Service Center Region 13, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Grant—OEG-0-9-530094-4239(280)

Note—234p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—*Early Childhood Education, *Educational Television, Elementary Grades,

*Media Research, *Mexican Americans, Parent Attitudes, Personnel Evaluation, *Program Evaluation, Spanish Speaking, Student Attitudes, Summative Evaluation, Teacher Attitudes, Television Curriculum, Tests
Identifiers—*Carrascolendas

This fourth year evaluation reports the effects and usage of "Carrascolendas," a children's television series in Spanish and English. Research was conducted in Texas schools and encompassed three phases: a field experiment to measure learning effects; attitudinal surveys among teachers, parents, and children; and a process evaluation of the Education Service Center Carrascolendas staff members. The field experiments consisted of viewer and nonviewer groups of Mexican-American children, grades K-3. Criterion referenced instruments designed in Spanish and English were administered which compared viewer and nonviewer scores. Combined viewers made a significant gain score increase in the Spanish areas of history, culture, and reading; and in the English areas of history, culture, and science. The content areas which had the least impact in Spanish and English were math and self-concept. Survey elicited attitudes indicate increased improvement in the use of Spanish and English by children and greater pride in the Mexican-American culture. Attitude items on which viewers made significant gains over nonviewers dealt with speaking Spanish and teacher approval of school work. The process evaluation summarizes activities and describes the services and interaction which were provided. (Author/WCM)

ED 092 090 IR 000 648
Symposium on Southeast Asian Library Resources, Papers and Proceedings.
Australian National Univ., Canberra. Library.
Pub Date 73

Note—95p.; Symposium held at Australian National Library, February 1973
Available from—International Scholarly Book Services, Inc., Post Office Box 4347, Portland, Oregon 97208 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Asian Studies, Conference Reports, History, Library Acquisition, Library Planning, Library Reference Services, *Library Services, National Libraries, *Symposia
Identifiers—Australia, Library of Congress, *Southeast Asia

These are published presentations of the symposium in Canberra, Australia. The first major paper is a survey of Southeast Asian Studies in Australia since 1945. Other papers include: a review of progress of the Australian Advisory Council on Bibliographic Services survey of Southeast Asian resources in Australian libraries; current and future Southeast Asia research needs; procurement of library materials from Southeast Asia by the National Library, Monash University, and libraries in the United Kingdom; a concept of a Southeast Asia reference and bibliographical center. There were comments and discussion following most of the papers. The culmination is a discussion of possible future action. "Recollections on Southeast Asian Studies and the Library of Congress" by Cecil Hobbs is appended. (LS)

ED 092 091 IR 000 649
Jamison, Dean T.
Notes on Cost-Effectiveness Evaluation of Schooling in Developing Countries.
Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 74

Note—80p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Comparative Analysis, *Cost Effectiveness, *Costs, *Developing Nations, Educational Development, Educational Finance, *Educational Methods, Educational Technology, Models, Productivity, *Public Education, Tables (Data), Unit Costs
Identifiers—Indonesia

Within the parameter of a given level of expenditure on the educational system as a function of time, this cost-effectiveness analysis examines all feasible ways of providing schooling in developing nations to see what levels of output each alternative method entails. Both technological and con-

ventional alternatives are considered: degree of physical decentralization of the system; mix of instructional methods, including conventional instruction and the use of technology; time spent by the student in school in hours per day and days per year; the curriculum mix; and promotion, retention, and certification procedures. The costs of the alternatives are discussed, followed by a brief review of what is known about the alternatives in terms of their effects on student learning. Performance and cost information are then drawn together into a mechanism for evaluating alternatives in terms of a simple model of student progress through a school system. The paper concludes with two appendices: the first surveys the literature concerning the benefits of education, and the second uses the developed model for an example cost-effectiveness analysis of elementary education in Indonesia. (Author/SL)

ED 092 092 IR 000 650
Coulter, Richard J.
Background Variables and Their Relationship to Stimulation Responses.

Pub Date 16 Apr 74

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrative Personnel, *Administrator Background, Administrator Education, Age, Decision Making, Educational Background, Employment Experience, Management Games, *Research Methodology, Response Mode, *Simulation

Relevant variables for educational administrators in a problem solving, simulation situation were examined. The study analyzed choice selections (overt responses) and physiological activity (covert responses) as related to age, experience, and educational background. The physiological activities were defined as heart rate and galvanic skin response, while the choice selections were solutions to problems encountered in a teacher strike where the subjects simulated the role of principal. Using chi-square and analysis of variance, there were no significant results at the .05 level, but a further analysis at the .40 level produced a significant relationship between the administrator variables and the physiological activities. But even at this higher level there was no significant relationship between the choice selections and the other variables. (WH)

ED 092 093 IR 000 651
Barr, Avron And Others

A Rationale and Description of the BASIC Instructional Program. Technical Report No. 228.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-228

Pub Date 22 Apr 74

Note—64p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, *Computer Programs, Computer Science Education, Problem Solving, Program Descriptions, Programming, *Tutorial Programs

Identifiers—BASIC, *BASIC Instructional Program

A course in computer programming is being developed as a vehicle for research in tutorial modes of computer-assisted instruction. Methods for monitoring and aiding the student as he works on interesting programming problems are employed. The problems are individually selected via an optimization scheme based on a model of the student's ability and difficulties. At BIP's (BASIC Instructional Program) core is an information network which embodies the interrelations of the concepts, skills, problems, remedial lessons, hints, BASIC commands, and manual references. With the data stored in the student history, the network enables BIP to model the student's state of knowledge and to make problem selections with some relevance. After a brief overview of work done at Stanford in tutorial CAI and the teaching of procedural skills, the functional elements of BIP, its BASIC interpreter, curriculum solution analysis, and interactive

assistance during programing are described. (Author)

ED 092 094 IR 000 652
Hendricks, Donald D.

A Report on Library Networks.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Sep 73

Note—24p.; Occasional Papers No. 108

Available from—Publications Office, 249 Armory Building, Graduate School of Library Science, University of Illinois, Champaign, Illinois 61820 (\$5.00 yearly subscription of at least five papers; single papers \$1.00 prepaid, \$2.00 if billed)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Evaluation, *Information Networks, Information Services, Information Sources, Information Storage, Interlibrary Loans, *Library Cooperation, *Library Networks, Library Technical Processes, Regional Libraries, Search Strategies, *State of the Art Reviews, Union Catalogs

Identifiers—*Ohio College Library Center

A true library network is the interfacing of more than one kind of system (i.e., public and academic) rather than cooperation between libraries of the same type. Networks may take many forms, such as: cooperative development of resources, with assignment of subject areas to separate facilities; a cooperative storage system, with the libraries contributing materials as well as central acquisitions of them; centralized processing, which has had many failures due to inadequate funding and processing delays; cooperative computer uses, for card production from MARC tapes, maintenance of data bases, or creation of union lists of serials; and regional sharing of resources for access to little-used materials. (One of the more successful networks now operating is the Ohio College Library Center.) Communication between network units may be by facsimile (which is most expensive), telephone, TWX, microwave network, or satellite. Access may be by interlibrary loan or copy. Some problems have been: patrons want material immediately, without delay; and questions of copyright have not been resolved. Bibliographic access, whether by cards, computer, or printed lists, is the key to network operation. (LS)

ED 092 095 IR 000 653
Adams, Scott

Information for Science and Technology: The International Scene.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Nov 73

Note—46p.; Occasional Papers No. 109

Available from—Publications Office, 249 Armory Building, Graduate School of Library Science, University of Illinois, Champaign, Illinois 61820 (\$5.00 yearly subscription of at least 5 papers; single papers \$1.00 prepaid, \$2.00 if billed)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Developing Nations, *Federal Programs, *Foreign Policy, *Information Dissemination, Information Needs, *International Programs, State of the Art Reviews, Technical Assistance

Identifiers—*Freedom of Information

The international exchange of technical information is discussed in relation to U.S. information policy since World War II. Facets of military needs and policies and the involvement of interested agencies (Department of State, Library of Congress, National Science Foundation, National Aeronautics and Space Administration, Atomic Energy Commission, Department of Health, Education, and Welfare, etc.) are described. The freedom of information concept is covered, as are the evolution of international cooperative information exchange and the technical information needs of developing nations. There are extensive references and a list of acronyms. (LS)

ED 092 096 IR 000 654

A Selected Bibliography of Music Librarianship.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date May 74

Note—48p.; Occasional Papers No. 113

Available from—Publications Office, 249 Armory Building, Graduate School of Library Science, University of Illinois, Champaign, Illinois 61820 (\$5.00 yearly subscription of at least five papers; single papers \$1.00 prepaid, \$2.00 if billed)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Audiovisual Aids, *Bibliographies, Exhibits, *Libraries, Library Education, Library Science, Library Services, *Music, Music Facilities, Phonotape Recordings, Special Libraries Identifiers—*Music Libraries

This annotated bibliography includes selected items on public, school, university, and special music libraries and librarianship 1937 - 1973. Publications are primarily in the English language, with a few in French. Coverage extends to music library administration, acquisition of materials (including musical editions, performance parts, microforms, recordings, cassettes, periodicals, reprints), copyright, binding, cataloging and classification, reference and other services, local music history, radio and symphony orchestra libraries, friends of music, history and distribution of music libraries, cooperative projects, international music librarianship, exhibitions, rare materials, and music library education. (LS)

ED 092 097 IR 000 655

Gluchowicz, Zofia
Computerized Documentation Service-SDI-Selective Dissemination of Information. Annual Report 1972-1973.

Royal Inst. of Tech., Stockholm (Sweden). Library.
Report No.—TRITA-LIB-4024
Pub Date Feb 74
Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Annual Reports, Computer Oriented Programs, Documentation, *Information Centers, *Information Retrieval, Information Services, *Sciences, *Technology Identifiers—Royal Institute of Technology Library, Selective Dissemination of Information, Sweden

The activities of the Information and Documentation Center (IDC) at the Royal Institute of Technology in Stockholm, Sweden are presented in this annual report for the fiscal year 1972-1973. The IDC is a research project on computer-based information retrieval funded by the Swedish Council for Scientific Information and Documentation and the Office of the Chancellor of the Swedish Universities. Several important changes in equipment occurred in 1972-73. A new computer configuration became operational; new software was implemented; and an on-line connection with the European Space Research Organization was installed. One of the major activities reported on is the initiation of a large scale project on information need in the social sciences. Statistics on searches, search profiles, users, and data bases are given. Also included is information on user education programs, contacts with external organizations and with the public, participation in meetings and other activities, and a list of staff publications. (JG)

ED 092 098 IR 000 656

Evaluation of the University of Tennessee/Knoxville Library. Based on the Library Management Review and Analysis Program of the Association of Research Libraries. September 1, 1972-May 31, 1973.

Tennessee Univ., Knoxville. Univ. Libraries.
Pub Date Jan 73

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Administration, *Administrative Organization, Administrative Policy, Budgeting, Evaluation, Librarians, Library Instruction, *Library Planning, *Management, Objectives, Organizational Change, Personnel, Policy, Policy Formation, Research Libraries, *University Libraries

Identifiers—*University of Tennessee

Forty-five staff members cooperated with the Association of Research Libraries Management Review and Analysis study at the University of Tennessee/Knoxville (UTK) Library, to determine the effectiveness of present practices and

ways to improve services and reduce costs. The report contains introductory chapters on the history, organization, and structure of UTK and its library; the methods of study and UTK trends to be considered; and processes for establishing objectives and goals as well as some specific written objectives. There follow the reports of the several teams on planning, policies, budget, management information flow, organization, supervision, staff development, personnel, and staff interaction. There are hundreds of specific recommendations, including those for long range planning, written policies, new budget formulas, improved information flow, changes in organization of library and staff (with organization charts), increased library instruction, opportunities for professional growth and advancement, and suggestions for more library involvement in university policy, administration, and other activities. Minutes of administration meetings concerning the study are appended, along with the library administration's responses to the recommendations. (LS)

ED 092 099 IR 000 657
Compendium of Copyright Office Practices. 1973 Revisions.

Library of Congress, Washington, D.C. Copyright Office.

Pub Date Jul 73

Note—187p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Art Products, *Copyrights, Films, *Laws, Music, *Office Practice, Periodicals, Photographs, Speeches
Identifiers—Library of Congress, *United States Copyright Office

Proposed revisions and additions to the Compendium of Copyright Office practices for 1973 are presented. The bulk of the changes occur in Chapter 2, "Copyrightable Matter." The subareas, "Periodicals (Class B)," "Works Prepared for Oral Delivery (Class C)," "Music (Class E)," and "Motion Pictures (Classes L-M)," are replaced with revised pages while the sub-areas, "Works of Art (Class G)" and "Photographs (Class J)" represent new and additional pages to the Compendium. The Preface indicates that the Compendium is primarily an office manual for the use of the staff of the Copyright Office and is not a book of "rules" to be followed. (WH)

ED 092 100 IR 000 658

White House Conference on Library and Information Services in 1976. Hearing Before the Select Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 74

Note—114p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Federal Legislation, Financial Support, Information Centers, *Information Services, Libraries, Library Cooperation, *Library Planning, Public Support
Identifiers—*White House Conference Library Information Service

Hearings were held on a "Joint resolution to authorize and request the President to call a White House conference on library and information services in 1976." The purpose of the conference would be to develop recommendations for further improvement and growth of the nation's libraries and information centers in order to make information and ideas accessible; make use of new technology; encourage cooperation and coordination among libraries; and increase public support of libraries. There are supporting statements and other materials from the Librarian of Congress, the Archivist of the U.S., publishers, library associations and their officials, book committees, professors, educators, library trustees, a corrections board officer, authors, media specialists, the Secretary of Health, Education and Welfare, and others. (LS)

ED 092 101 40 IR 000 659

Lewis, Richard F.

A Survey of 1972 Teacher Opinion. Observational Report No. 7217.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date Mar 72

Contract—OEC-9-423617-4357(616)

Note—16p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educable Mentally Handicapped, *Media Selection, *Program Evaluation, Retarded Children, *Teacher Attitudes
Identifiers—*Computer Based Project Evaluation Media Handicap

The Computer Based Project for the Evaluation of Media for the Handicapped conducted a study to determine teachers' attitudes toward the project and his/her knowledge of project operations. Twenty-three teachers participated in interviews focused on three major areas: the student, the teachers, and the project. An interview checklist of 12 items was used by the interviewers to record the frequency of teacher comments. Completed interviews were analyzed using three predetermined attitude categories: positive, indifferent, and negative to the project as defined in criteria for judgement of teacher comments. The interviews produced 32 recommendations aimed at improving interaction between the project and the teachers. Recommendations concerned information desired by teachers, teacher involvement, and input in some aspects of the project to facilitate student experiences, and procedures which may assist teachers in understanding project services. (Author)

ED 092 102 40 IR 000 660

Morris, David
Body Touching While Watching Media. Research Report No. 7218.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date Mar 72

Contract—OEC-9-423617-4357(616)

Note—8p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educable Mentally Handicapped, Exceptional Child Research, *Films, *Media Research, Motor Reactions, *Reactive Behavior, *Retarded Children
Identifiers—*Computer Based Project Evaluation Media Handicap

The purpose of this study was to ascertain the degree to which hand positions indicated how viewers reacted to stimuli. The hand positions (touching head, body, waist, and external objects) of three intermediate students were observed and recorded at 10-second intervals. There was a significant difference in body touching as the two films were viewed. It was found that the film with the violent theme had a high frequency of body and below waist touching, while the film with academic emphasis had a high degree of head and external touching. (Author)

ED 092 103 40 IR 000 662

Bond, Jack H. Winchell, Walter H.

An Investigation of the Effects of Transporting EMH Students to a Media Evaluation Site. Observational Report No. 731.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date Jan 73

Contract—OEC-9-423617-4357(616)

Note—12p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Anxiety, Bus Transportation, Data Collection, *Educable Mentally Handicapped, *Exceptional Child Research, Films, *Media Research, Retarded Children
Identifiers—*Computer Based Project Evaluation Media Handicap

In order to enlarge the sample of educable mentally retarded children used in the evaluation of media at the Computer Based Project, a number of classes were transported by bus to the project site. The investigator questioned whether observed differences in manifest anxiety might affect responses to the media being evaluated. A study was made to ascertain whether or not there were differences between transported and non-

transported students with respect to: (1) performance in answering criterion item questions, and (2) time required to administer the items. The same film was shown to both groups; at its conclusion, a posttest consisting of 10 or more items related to the film seen and another not seen was administered. The posttest performance (items correct and time required for administration) of transported students was compared with that of a similar age-grade class which was not transported. The results indicated that there is no significant difference between the posttest performance of the bused and the nonbused groups. The time required for administering the test was longer for the bused groups. (Author)

ED 092 104 40 IR 000 663

Bond, Jack H. Rosing, Allen

Measuring Attitude Change Response to Films. Observational Report No. 7315.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date Apr 73

Contract—OEC-9-423617-4357(616)

Note—7p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Attitudes, Attitude Tests, *Changing Attitudes, *Educable Mentally Handicapped, Elementary Grades, Exceptional Child Research, *Films, Grade 6, *Media Research, *Retarded Children

Identifiers—*Computer Based Project Evaluation Media Handicap

This paper describes an experiment to measure attitudinal change in educable mentally retarded and normal children as a result of seeing a film entitled "The Hunter." The investigators, after previewing the film, outlined the attitudes and concepts contained in the film; question items were written to test these concepts. Essentially, the conceptual model stipulated that it is not desirable to own a gun, kill wildlife, or hunt. The question items were administered to three sample groups who did not see the film, and to two sample groups who did see the film. The responses were summarized using a standard "scalar distance" computer program which produced an item profile in terms of the deviation from the model answers. The results indicated that the subjects who saw the film gave responses which were more deviant from the model than those who did not see it. It was suggested that it may be necessary to compare adult ideals in terms of attitude with what really is. The responses of the sample suggest that the attitudinal model proposed and assigned to "The Hunter" was not in harmony with that of the population tested. (Author)

ED 092 105 40 IR 000 664

Bond, Jack H.

Verifying Sample Size Concerns. Research Report No. 737.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date Apr 73

Contract—OEC-9-423617-4357(616)

Note—12p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educable Mentally Handicapped, Evaluation, *Exceptional Child Research, Intermediate Grades, *Media Research, *Predictive Validity, Primary Grades, *Sampling, Statistical Studies, Student Testing, Testing

Identifiers—*Computer Based Project Evaluation Media Handicap

A study was made to ascertain how large a sample is needed to make media effectiveness decisions which are generalizable to the total educable mentally handicapped (EMH) population. The method employed in the study involved pretesting and posttesting a sample of 70 primary and intermediate EMH children on the content of a filmstrip. Statistical analyses of the data indicated that samples of five students gave results that were within the parameters of decision established by the Computer Based Project (Syracuse, N.Y.). When the sample size was in-

creased to 10, the standard findings for increased sample size were supported, i.e., scores were within smaller ranges, variance between groups was reduced, and gains were more standardized. However, the investigators concluded that samples of five subjects seem to be large enough to establish estimates of population parameters within the limits of four out of five times. Larger samples do not add appreciable data or substantially change the outcome of decisions obtained from the samples of five. (Author/WCM)

ED 092 106 40 IR 000 665

Spaid, Joseph Plotnick, Eric

The Effects of Pretesting Educable Mentally Handicapped Children in Filmstrip Evaluation. Research Report No. 736.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date Jun 73

Contract—OEC-9-423617-4357(616)

Note—8p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educable Mentally Handicapped, Evaluation, *Exceptional Child Research, *Filmstrips, Intermediate Grades, *Learning, *Media Research, Media Selection, Primary Grades, Testing

Identifiers—*Computer Based Project Evaluation Media Handicap

A study was made to determine whether or not educable mentally retarded students at the primary and intermediate levels attend to and gain knowledge from filmstrips, or if, in fact, their test performance variance is distributed randomly. The subjects are individually shown a tape-synchronized filmstrip; they are administered both a pretest and a posttest (answers confirmed on posttest only). Overall, the results confirm the research assumption that viewing a filmstrip is related to the subject's performance as measured by criterion referenced items administered in a pretest/posttest design. However, a significant difference in performance is found between primary and intermediate groups. It is suggested that there is an age level or maturity level below which cognitive gain traceable to a mediated presentation may not occur. (Author/WCM)

ED 092 107 40 IR 000 666

Bond, Jack H.

Effects of Mixed and Unmixed Children. Questions. Observational Report No. 7226.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date Jun 73

Contract—OEC-9-423617-4357(616)

Note—9p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, Intermediate Grades, Measurement Techniques, *Media Research, Primary Grades, *Research Methodology, Sampling, Student Testing, *Testing

Identifiers—*Computer Based Project Evaluation Media Handicap

Incorporated in the media evaluation model developed by the Computer Based Project (Syracuse, N.Y.) is a procedure whereby independent samples are used to obtain baseline responses to cognitive question items. Items from two films are intermixed and presented after showing only one of the films; thus, the sample audience responds to questions from both the unseen film and the film which was seen. This study sought to determine whether the procedure affects the responses of the samples. Statistical analyses are performed on the data gathered from educable mentally retarded (EMR) and normal samples receiving mixed questions sets. This is in contrast to EMR and normal samples receiving questions only on the film seen. The results indicate that there seems to be an effect of mixing items which results in lower scores for EMR children on the criterion items for the film seen than when only items pertaining to the film were

asked. One explanation for this finding is that greater respondent frustration can be expected from the mixing of relevant (film seen) and irrelevant (film not seen) items, resulting in a lower number of correct scores. (Author/WCM)

ED 092 108 40 IR 000 667

Salon, Rebecca

Training Primary EMH Children to Use an Automated Student Response System (SRS). Research Report No. 741.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date Jan 74

Contract—OEC-9-423617-4357(616)

Note—24p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educable Mentally Handicapped, *Evaluation, *Media Research, Primary Grades, Program Evaluation, *Training, Training Objectives, Transfer of Training

Identifiers—*Computer Based Project Evaluation Media Handicap, Student Response System

In the development of a model for evaluating media for the handicapped, it is found that mere recognition of numbers is not sufficient preparation for training primary level educable mentally retarded (EMR) children to respond meaningfully via an automated response system. This study, based on the findings of a previous investigation, attempted to demonstrate a method for training young children to respond to test items presented in an automated system. The study consisted of four phases: (1) initial training, (2) first film, (3) pilot group, and (4) other groups. The results of the study suggest that, by adapting the materials and question items used to the capabilities of the subjects (i.e., by dealing only with simple and concrete information), primary grade EMR children can benefit from the content of primary level films with a minimum of assistance. Furthermore, it is suggested that there exists a need for more careful consideration of: (1) the appropriateness of films, (2) the format of question items, and (3) the possible benefit of more frequent training sessions and/or cooperation within the classroom so that learning can be reinforced, transferred to new situations, and practiced. The appendix describes the training material used in the experiment. (Author/WCM)

ED 092 109 40 IR 000 668

Green, Melvena L.

Selecting Films for Primary EMH Children. Observational Report No. 743.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date 10 Apr 74

Contract—OEC-9-423617-4357(616)

Note—11p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Attention Span, Audiovisual Instruction, Classroom Observation Techniques, *Educable Mentally Handicapped, Evaluation Techniques, *Films, *Media Selection, *Prediction, Primary Grades, Response Style (Tests), *Student Reaction

Identifiers—*Computer Based Project Evaluation Media Handicap, Subjective Judgement

A study was made to determine the reliability of subjective adult judgement in the selection of films for primary educable mentally handicapped (EMH) children. A selection of five films, all prerated according to standardized techniques and designated appropriate for primary level students, were presented for viewing by a primary class of heterogeneously grouped EMH students. It was expected that the wide range of academic abilities and social maturity would be reflected in the type of response that the class as a whole would make to the films. A situation was therefore created whereby attempts were made to subjectively predict the type of film to which the class would make the most positive response. The quality of response was measured in terms of attending behavior, length and content of the film, and the number of correct answers to the accom-

panying question set. Observation data revealed that primary EMH students benefited from exposure to all five films. It was concluded that subjective judgment regarding the educational value of films for heterogeneously grouped EMH students at the primary level tends not to be reliable. (Author)

ED 092 110 40 IR 000 669
Bond, Jack H.

A Preview of Recent Findings About EMH Students to Films. Research Report No. 744.
Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
Pub Date Mar 74

Contract—OEC-9-423617-4357(616)
Note—16p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped; Paper presented at the Association for Educational Communications and Technology Conference (Atlantic City, New Jersey, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Attention Span, Audiovisual Instruction, *Color Presentation, Comparative Analysis, *Educable Mentally Handicapped, *Evaluation Techniques, Exceptional Child Research, *Films, *Media Research, Post Testing, Pretesting, Response Style (Tests), Test Construction

Identifiers—Captioned Films, *Computer Based Project Evaluation Media Handicap

The model developed by the Computer Based Project for the Evaluation of Media for the Handicapped in Syracuse, New York to evaluate the use of captioned films for the deaf with mentally handicapped and emotionally disturbed children is briefly described, followed by a review of recent research conducted by the project staff. Among the areas which have been researched are: (1) pretest-posttest design modification, (2) effects of confirming correct answers, (3) paper and pencil vs. automated response modes, (4) alternatives to the multiple choice test format, and (5) nonverbal assessment techniques. Particular attention is given to findings comparing the effectiveness of color and black-white films and of captioned and noncaptioned materials. The results suggested that, while color and captions may have aesthetic and attention values, they do not significantly enhance the learning of cognitive information by educable mentally handicapped children. (Author/SL)

ED 092 111 40 IR 000 670
Wood, Penelope

A Study of Teacher-Pupil Interactions Involving Individualized Media Resources. Observation Report No. 746.

Syracuse City School District, N.Y.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
Pub Date May 74

Contract—OEC-9-423617-4357(616)

Note—17p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Classroom Observation Techniques, Data Collection, Evaluation Techniques, *Exceptional Child Education, Exceptional Child Research, *Interaction Process Analysis, *Multimedia Instruction, Reliability, *Special Education Teachers

Identifiers—*Computer Based Project Evaluation Media Handicap, OSTRAQ System

The purpose of this study was to collect data on behavior, including educational media usage, in a wide range of educational settings through use of participant observation. Eight special education teachers and their classrooms were used. An instrument adapted from the OSTRAQ system was used to measure 12 categories of pupil-teacher interaction including media resources usage. The results of the study suggest contrasting patterns of teacher-pupil interaction. The discussion of findings includes descriptions of classroom conditions, instructional situations, and analysis of effectiveness of the instrument and of participant observation as a data-gathering technique for this type of study. (Author)

ED 092 112 40 IR 000 671
Damianopoulos, Ernest

Auditory-Perceptual Learning in Educable Mentally Retarded Children. Research Report No. 747.

Syracuse City School District, N.Y.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
Pub Date Mar 74

Contract—OEC-9-423617-4357(616)

Note—5p.; Supporting document for the Computer Based Project for the Evaluation of Media for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Audiovisual Instruction, *Auditory Discrimination, Discrimination Learning, *Educable Mentally Handicapped, Exceptional Child Research, *Filmstrips, *Paired Associate Learning, Primary Grades, Sensory Training, Sound Films

Identifiers—*Computer Based Project Evaluation Media Handicap, Signs and Sounds

This study investigated whether or not Signs and Sounds, a filmstrip-record series originally designed for speech-hearing handicapped children, could produce perceptual discrimination learning of familiar sounds in primary level educable mentally retarded (EMR) children and whether EMR children were susceptible to perceptual learning via application of the stimulus Response (SR) concept of paired-associate learning. Twelve EMR students were randomly selected from three primary schools. Subjects were divided into experimental and control groups. A pretest, a treatment sequence, and a posttest were administered. Students were exposed to filmstrips which presented 12 familiar sounds, then were asked to identify the associated scenes in a test booklet. Data were analyzed using the Latin chi-square and the t-test. The results indicated that the filmstrips could produce auditory perceptual discriminative learning in EMR children at the primary school level of development. (Author)

ED 092 113 IR 000 672
Goldstein, Neil W.

Alternative Television: Status, Trends and Issues.

Washington Univ., St. Louis, Mo. Center for Development Technology.; Washington Univ., St. Louis, Mo. Program in Technology and Human Affairs.
Report No.—R-T-74-1; THA-74-4
Pub Date May 74

Note—147p.; Master's Thesis, Washington University, St. Louis

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Broadcast Industry, Broadcast Television, Cable Television, Development, Experiments, *Innovation, Media Research, Programming (Broadcast), Public Policy, State of the Art Reviews, *Television, *Television Research, Television Surveys, Video Equipment, Video Tape Recordings

Identifiers—*Alternative Television, Innovative Television, Public Access

A study was undertaken to develop a body of knowledge which might bridge the communications gap between the more formal communications establishment and the eclectic alternative television movement. Information was gathered mainly through personal experience, and by survey and interviews. The analysis was carried out during the period from late 1972 to early 1974. This M.A. thesis offers five conclusions and recommendations: first, Federal funds should be made available to community groups to develop programs and stimulate public access to, and utilization of, media. Second, cable television should not be viewed as the only means of distributing local programming. Third, cable television should continue to be considered as a major means of distributing alternative television. Fourth, video is not the only tool for alternative television. Super-8 and various other inexpensive film formats should be more fully explored for television program production and usage. Finally, it is the software produced, not the tools used, which is the major reason for community alternative television innovative approaches. (WCM)

ED 092 114 IR 000 673
Gill, Elizabeth Deas

A Comparison of Manual and Computer Searches of the Chemical Evolution and Origin of Life Literature.

Pub Date Jan 74
Note—53p.; Master's Thesis, San Jose State University

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Bibliographies, Biology, Chemistry, *Comparative Analysis, *Computers, *Evaluation, Evolution, *Information Retrieval, *Search Strategies

Identifiers—*Manual Searches

Parallel machine and manual literature searches on the subject of chemical evolution and the origin of life were compared on six characteristics: (1) precision, (2) recall, (3) novelty, (4) uniqueness, (5) time cost per citation, and (6) dollar cost per citation. The manual search outperformed the machine on precision, novelty, uniqueness, and dollar cost per citation although this was based on partial cost data for the manual search. There was little difference in recall between the two methods. For this subject area, "Chemical Abstracts", "International Aerospace Abstracts", and the Automatic Subject Citation Alert service were found to be the most effective sources for overall recall precision, novelty, and uniqueness. RECON and MEDLARS were found to be the most efficient in terms of times and costs. The study concludes that while the manual search had a slightly better overall performance, both modes are necessary for a comprehensive multi-disciplinary literature survey. (JG)

ED 092 115 IR 000 674
Klinge, Peter L., Ed.

American Education in the Electric Age. New Perspectives on Media and Learning.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 74
Note—203p.

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$4.95)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Commercial Television, *Education, Educational Change, Educational Methods, Educational Planning, Educational Policy, Educational Television, Instructional Media, Instructional Television, Journalism, Learning, *Mass Media, Media Technology, *Television, Television Curriculum, Television Research

A reexamination of the role of the mass media in the educational process is presented. Part One establishes the current status of American society and education as seen by Alvin Toffler and Peter L. Klinge, the editor. Also, Charles E. Silberman compares the problems of media with those of education. Part Two attempts to clearly define the effects of mass media in education. Former Federal Communication Commissioner Nicholas Johnson demands better use of the public airways. Herbert L. Gans considers what commercial television does teach, and Robert Weissberg argues that the mass media cannot change the attitudes of the viewer. In contrast "Sesame Street" is described as showing that TV can be an effective educational force when employed with specific objectives. John L. Debes discusses the growing role of visual literacy; John G. Herlihy suggests new ways of reaching young children; and Neil Postman presents a case for variety in learning experiences. George N. Gordon states what ITV is and is not; Urie Bronfenbrenner illustrates what TV teaching can and cannot do. Dual Audio TV, and the use of television and other media in higher education are also discussed. (WCM)

ED 092 116 95 IR 000 675
Wittich, Walter A. Kucera, Geoffrey Z.

Final Report on the 1972-1973 Media Learning Systems Design and Administration Training Project in Educational Communications.

Hawaii Univ., Honolulu. Dept. of Educational Communications.

Spons Agency—National Center for Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 74
Grant—OEG-0-70-2081(725)

Note—209p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Administrator Education, Audiovisual Centers, Demonstration Centers, Film Production, Instructional Design, *Instructional Materials Centers, Instructional Media, *Instructional Technology, *Media Selection, Media Specialists, *Media Technology

This final report covers the third year of a three-year authorization to carry out media learning systems design and administration training. Nine of twelve educators accepting grant awards successfully completed the program. This project was offered as a block of thirty credits of graduate study beyond the Master's degree. The teaching of the program content and the supervision of demonstration projects was the responsibility of a team of specially appointed lecturers supported by members of the Department of Educational Communications at the University of Hawaii, Honolulu. This faculty designed a series of experiences which included eight objectives. During nine months, candidates were expected to complete graduate level courses in Educational Communications. In addition, candidates engaged in directed field internships two days a week which involved media demonstration projects. These terminal projects provided practical insight and experience in planning for the systematic dissemination of media procedures and information. (WCM)

ED 092 117 IR 000 676

Abstracts of Research, July 1972-June 1973.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 73

Note—66p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Annual Reports, Computer Oriented Programs, *Computer Science, Computer Science Education, Information Processing, *Information Science, Information Services, Programming, Research, *Research and Development Centers, Research and Instruction Units

Identifiers—Computer and Information Science Research Center, Ohio State University

Abstracts of research which has been carried on during the 1972-73 academic year at the Computer and Information Science Research Center at Ohio State University are presented. Part I describes the center's organizational structure, objectives, scope, facilities, programs, and recent technical reports. The remaining eight parts of the document summarize research in: information storage and retrieval; human information processing; information analysis; artificial intelligence; information processes in physical, biological, and social systems; mathematical techniques; systems programming and joint programs. The appendix lists the computer and information science course listings, center faculty, senior personnel, seminar series, related activities, publications, and finally, its technical report series. (WCM)

ED 092 118 IR 000 677

Poor, Gene W.

The Effects of Static and Dynamic Simulation Programs on the Physiological Activity of Educational Administrators.

Bowling Green State Univ., Ohio.

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974); Unpublished Ph.D. Dissertation, Bowling Green State University; For related document see IR 000 678

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrative Personnel, Administrator Education, *Physiology, Research Methodology, Simulated Environment, *Simulation

Identifiers—*Project Cores

In an effort to develop and evaluate simulation programs for educational administrators, two groups of either practicing or preparing administrators underwent different simulation programs to investigate differences in physiological activity. The simulation process was a small office and screen where either a static or dynamic program

depicting a "problem day in the life of a principal" was shown. Each participant had a reading of his galvanic skin potential and heart rate taken before, in process, and after the simulation session. The before and after readings were combined into the base rate of the individual. The study sought to find significant differences in physiological activity between the two groups and between the in process and base rate readings. Utilizing galvanic skin potential frequency scores, no significant differences were found; but when the ratio of the galvanic skin potential amplitude and frequency scores were taken, there were significant differences both between groups and within individuals. In addition, the heart rate activity was significantly different between groups and within individuals. (WH)

ED 092 119 IR 000 678

Dyrenfurth, Michael And Others

The Use of Physiological Indices in Simulation Research: A Report on Project CORES (Covert and Overt Responses to Educational Simulations). A Symposium.

Bowling Green State Univ., Ohio.

Pub Date Apr 74

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974); For related document see IR 000 677

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Administrative Personnel, *Administrator Education, Concept Formation, Measurement Instruments, *Physiology, Research Methodology, Simulated Environment, *Simulation

Identifiers—*Project Cores

In two separate reports the founding and set up of Project CORES was outlined, and then a specific research project was described. Project CORES began in the efforts of three men who felt a more systematic investigation of simulation effects was needed. The criteria felt most sensitive were the physiological activities of galvanic skin potential and heart rate. A simulation chamber was constructed in the form of a small office with a screen where a program could be projected. The research project utilized the Project CORES facility with an added measure of concept meanings, the semantic differential technique. The concept meanings formed a pre-and posttest for a single group, N=32, going through the simulation sessions. A positive relationship between the degree of involvement as indicated by physiological activity and change in concept meaning was evidenced. (WH)

ED 092 120 IR 000 679

Salomon, Gavriel

Cognitive Effects of Media in Interaction with Learners' Traits.

Pub Date Apr 74

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cognitive Development, Early Childhood Education, Educational Television, Field Studies, *Learning, Learning Characteristics, Mass Media, *Media Research, *Models, Research Methodology, *Television, Television Research

Identifiers—Aptitude Treatment Interaction, Israel, Sesame Street

This is an initial examination of findings from laboratory and field studies done in Israel on the cognition-cultivating functions of media. The studies reasoned that highly explicit presentations of film-mediated operations can be imitated by observers, and that once imitated, they are internalized and can serve as modified mental skills. Two laboratory experiments provide empirical support. A field study of "Sesame Street" in Israel sought to determine if, in fact, a mass medium can produce cognitive changes. The absence of an adequate control group was solved by the methodological technique of multiple regression. A few of the findings of this complex study are that media can be made to affect mental skills, and that given sufficient novelty and cognitive stress, media does cultivate specific abilities. Second, television is an important force in cognitive development, although little is yet known about exactly how this takes place, with whom, and under what conditions. Third, the distinction

made between formats that accomplish the function of modeling skills has received empirical support; and finally, the findings show who learns more through modeling and who from skill activation. (WMC)

ED 092 121 IR 000 680

McMullen, David W.

Individual Study, Pretesting, and Serial Mastery as Strategies in Teaching School Concepts.

Pub Date Apr 74

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, Computer Assisted Instruction, Educational Research, *Individualized Instruction, Intermode Differences, *Memory, *Retention, *Serial Learning

Three strategies frequently employed in individualized instruction were tested in a three-way repeated measures design that involved eight computer exercises over a period of 6 weeks. Exercises compared individual with paired study, pretests with no pretests, and serial with parallel mastery. Posttests revealed an advantage for individual study and parallel mastery, while pretesting had no lasting effect. Questionnaire preferences for paired study improved under conditions of increased cognitive strain. A mechanism involving working memory is proposed and implications for both individualized and grouped instruction are discussed. (Author)

ED 092 122 IR 000 681

Clifton, Joe Ann, Ed. Helgeson, Duane, Ed.

Computers in Information Data Centers.

American Federation of Information Processing Societies, Montvale, N.J.

Spons Agency—Special Libraries Association, New York, N.Y.

Pub Date 73

Note—109p.; Papers presented at the American Federation of Information Processing Societies Fall Joint Computer Conference (Anaheim, California, December 5, 1972)

Available from—American Federation of Information Processing Societies, Inc., Montvale, New Jersey 07645

Document Not Available from EDRS.

Descriptors—Computer Programs, *Computers, *Data Bases, Data Collection, *Information Centers, Information Processing, Information Retrieval, Information Services, *Information Systems, *Libraries, Library Technical Processes, Programming

This collection of ten conference reports begins with "Historical Impact of Computers on the Operation of Libraries and Information Systems: A Personal Perspective" and is followed by "Tips on Computer Software: Advantages and Methods of Program Dissemination" and "BLOCS—A Unique Multi-Dimensional Approach to On-Line Circulation". Next, libraries and computers are treated in "Mini-Computer Systems for Library Management Applications, A New Approach to Bibliographic Processing". "Project BALLOTS: A Progress Report on Library Automation", "The Information Retrieval Capabilities of the EPA, NERC Library in Cincinnati, Ohio", and "Managing the ERIC Data Base". Finally, the conference ended with the following reports: "Tender-Loving-Care in On-Line Searching", "Progress in Automatic Indexing and Prognosis for the Future", and "The Future of Interlibrary Communications". (WH)

ED 092 123 IR 000 682

Bender, David R., Ed. Presberry, Rosa L., Ed.

The Media Program and the Utilization of Instructional Materials for Minorities. Workshop Proceedings, June 12-13, 1973.

Maryland State Dept. of Education, Baltimore.

Div. of Library Development and Services.

Pub Date 73

Note—45p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Ethnic Groups, *Instructional Materials, Instructional Media, *Media Selection, *Minority Group Children, Minority Groups, Negro Dialects, Negro Youth, Reading Material Selection, Speeches

Identifiers—Appalachia, Black English

The workshop produced three speeches which form the three parts of this document. The first, "Children's Materials and the Black Experience" by Augusta Baker, discussed many children's books and how they relate to the black child. The second speech, "What the Appalachian Child Brings to your Classroom" by Rebecca Caudill, discussed the special educational and social situation of Appalachian children. Finally, June Jordan in her speech, "Black English: The Politics of Language", described Black English and advocated its acceptance in schools. (WH)

ED 092 124 IR 000 683

Lemke, Antje B.
Art and Museum Librarianship: A Syllabus and Bibliography. Bibliographic Studies Number One.

Syracuse Univ., N.Y. School of Library Science.
Pub Date Oct 73
Note—69p.

Available from—Publications Office, School of Library Science, Syracuse University, 113 Euclid Avenue, Syracuse, New York 13210 (\$3.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Architecture, *Art, *Bibliographies, Documentation, Information Sources, *Libraries, Library Science, Library Technical Processes, *Museums, Teaching Guides

This outline of library science in the area of museology and art history provides bibliographies on various facets of art librarianship; art; architecture; museums; history; current state; journals; professional programs and organizations; relationship with government, foundations, and business; information sources; processing of art books, prints, and slides; bibliographic organization; and bibliographic documentation. There are lists of museums, associations, art publishers, art series, journals, newsletters, and film sources. (LS)

ED 092 125 IR 000 684

Lemke, Antje B.
The Humanities: Resources and Information Systems. Outline and Bibliography. Bibliographic Studies Number Two.

Syracuse Univ., N.Y. School of Library Science.
Pub Date Jan 74
Note—125p.

Available from—Publications Office, School of Library Science, Syracuse University, 113 Euclid Avenue, Syracuse, New York 13210 (\$4.75)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Bibliographies, *Humanities, *Information Sources, *Library Science, Linguistics, Literature, Music, Philosophy, Religion, *Teaching Guides, Visual Arts

The contents of this course outline on resources and information in the humanities are mainly bibliographic. The subjects covered are: humanities in general; religion and theology; philosophy; visual arts, including archaeology, architecture, and photography; music; and literature and linguistics. The scope of the subject is outlined for each topic, along with a list of classics, contemporary works, reference works, journals, publishers, organizations and conferences, and major U.S. collections. Seven semester projects in humanities resources are suggested. (LS)

ED 092 126 IR 000 685

Regional Library Services Study. Study and Recommendations for Potential Interlibrary Cooperative Efforts Among Public Libraries in the Piedmont Triad Region.

Piedmont Triad Council of Governments, Greensboro, N.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Pub Date Nov 73

Note—117p.; Publication No. 73-13

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Evaluation, Financial Support, Information Services, Interlibrary Loans, *Library Cooperation, *Library Planning, Library Programs, Library Services, *Public Libraries, *Regional Programs

Identifiers—North Carolina, Piedmont Triad
Directors of ten public libraries in the Piedmont Triad (North Carolina) requested that the Council of Governments make a Regional Library

Services Study, so that interlibrary cooperation might lead to better library service. After an analysis of the demographic, social, and economic character of the region, and also of library service, the study revealed that much better funding, along with cooperation to avoid wasteful duplication of materials and effort, would be necessary to bring the library service closer to state and national standards. Recommendations included: reciprocal borrowing privileges; cooperative film service funded by private sources and the state library; a Piedmont Triangle Library Council; a user survey; development of special subject strengths and union catalogs of books and periodicals to facilitate interlibrary loan; a feasibility study for joint hiring of specialists; more in-service training; a study of the possible expansion of library cooperation to include academic and special libraries; and encouragement of greater state financial support. (LS)

ED 092 127 IR 000 686

Bennett, George E., Ed.
Library Materials for Schools in Appalachia. West Virginia Univ., Morgantown. Univ. Library. Pub Date 74

Note—73p.

Available from—West Virginia University Library, Main Campus, West Virginia University, Morgantown, West Virginia 26505

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Bibliographies, *Childrens Literature, *Instructional Media, *Library Materials, *School Libraries

Identifiers—*Appalachia

A product of a library science seminar on Appalachian library materials at West Virginia University, this selective bibliography includes school library materials in print about, relating to, or rooted in Appalachia. There are lists of fiction; poetry; drama; folklore and folk music; biography; history, geography and travel; social and environmental awareness; films; filmstrips; recordings; arts and crafts; natural history and resources; periodicals; and teachers resources. Grade levels are listed separately for fiction; history, geography, and travel; and natural history and resources. Most bibliographic items are annotated. There are lists of film distributors, filmstrip distributors, and record companies. (LS)

ED 092 128 IR 000 687

Size and Growth of Monograph Literature: With Particular Reference to the Social Sciences. Design of Information Systems in the Social Sciences, Working Paper Number Seven.

Bath Univ. of Technology (England). Univ. Library.

Pub Date Apr 74
Note—245p.

Available from—Bath University Library, Claverton Down, Bath BA2 7AY, Somerset, England (2 pounds English money)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Books, Comparative Analysis, Humanities, Information Systems, *National Surveys, *Productivity, Publications, *Publishing Industry, Research Design, Sciences, *Social Sciences, Statistical Surveys, Tables (Data), *Trend Analysis

Identifiers—Bibliometrics, *Monographs

A study of the size, growth, and composition of the monograph literature of the social sciences, with comparative data from the sciences and humanities, is presented in this report. The objectives and methodology of this bibliometric study are explained, followed by an analysis of global statistics and trends. Data is given separately for all producers, the top 45 and the top 12 producers, and also for individual countries included in the top 12 producers. A more detailed study of monographs produced in the United Kingdom and the United States is included. The major finding is that much of the monograph literature of the world is growing at a linear rate, although there are indications that the rate of growth of the monograph literature in a few subject areas of the social sciences is exponential. Projections are given of the size of the monograph literature to be expected in the period 1975-1985. These projections are based upon the extrapolation of the least-squares regression lines. (Author/SL)

ED 092 129 IR 000 688

National Commission on Libraries and Information Science, Regional Hearing, 24 April 1974, San Antonio, Texas.

National Commission on Libraries and Information Science, Washington, D.C.
Pub Date 24 Apr 74

Note—593p.

EDRS Price MF-\$1.05 HC-\$28.20 PLUS POSTAGE

Descriptors—Federal Aid, Federal Programs, *Financial Needs, *Government Role, *Information Needs, Information Networks, *Library Planning, Library Programs, *Library Services, National Programs

Identifiers—National Commission Libraries Information Science, *Southwest Testimony

On April 24, 1974, the National Commission on Libraries and Information Science held hearings in San Antonio, Texas, to gather testimony on its proposed program. Six questions were specifically raised by the Commission: priorities for service, improved services and community relations, deficiencies in service, non-book services, paying for services, and federal government role. Evidence was presented by library personnel from many types of libraries and administrative levels, as well as by other interested individuals and organizations, concerning the information and library needs of populations in the southwestern United States and suggested priorities for improving and federal involvement. This document consists of a transcript of the oral testimony and the written statements which were solicited from witnesses and other concerned parties. (SL)

ED 092 130 IR 000 689

Wynar, Bohdan S., Ed. And Others
American Reference Books Annual 1974. Fifth Edition.

Pub Date 27 Mar 74
Note—734p.

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$23.00 U.S. and Canada; \$27.00 elsewhere)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Book Reviews, *Guides, *Library Materials, *Reference Books, Reference Materials, Yearbooks

The fifth edition of American Reference Books Annual (ARBA 74) provides a comprehensive listing of reference books published or distributed in the United States with 1973 imprints, plus those published too late in 1972 to be included in the fourth edition. Like other editions of ARBA, ARBA 74 reviews library science publications, reprints, and foreign reference works that have an exclusive distributor in the United States. Some government publications, from the United States and the United Nations, are listed. Annuals previously reviewed in ARBA are not included in this edition. ARBA 74 is arranged by subject area, with a combined author-title-subject index. Citations include price, US distributor in the case of foreign works, and LC and ISBN numbers. Signed critical reviews by subject specialists are provided for most citations. In addition, reference is given to any reviews published in 1973 in thirteen other periodicals, including Library Journal, Choice, and Wilson Library Bulletin. (Author/SL)

ED 092 131 IR 000 690

Pillon, Nancy B. Little, Robert D.
Indiana School Libraries: A Decade of Progress. Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date May 74
Note—28p.

Available from—Department of Library Science, Indiana State University, Terre Haute, Indiana 47809

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Carrels, Information Centers, *Instructional Materials Centers, Librarians, Library Collections, Library Equipment, Library Facilities, Library Materials, *Library Services, *Library Standards, *Library Surveys, *School Libraries

Identifiers—Indiana, *Indiana School Library Association

In this document the performance of Indiana school libraries is contrasted to their situation ten

years earlier and compared with the national and state standards. The performance statistics were collected from the 1971-72 Individual School Reports of Instructional Media Programs and generally give data for the percent of schools meeting a standard or level. The key areas investigated were administration, including organization and material selection, services, including library hours, professional services, and card catalog entries, and professional collections. Other key areas were facilities (housing of audiovisual materials, seating capacity, and library use areas), equipment (carrels and specialized equipment), and resources (serials and media). In the areas of facilities and resources there was some data given on a per pupil basis. A conclusion summarized the current state and future needs of Indiana school libraries. (WH)

ED 092 132 IR 000 691
Katz, Bill, Ed. *Gaherty, Sherry, Ed.*
Library Lit. 4; The Best of 1973.
Pub Date 74
Note—383p.

Available from—Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08840 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Anthologies, *Instructional Materials Centers, *Librarians, *Libraries, *Library Science

This anthology represents a selection of 30 library related articles chosen as the best of 1973 by the authors and some library school students at Albany, New York. The articles are gathered from some 200 magazines, most of which are library oriented, although a few are representative of general or other specialized fields. The articles are collected in four fields: libraries and librarians (the largest field with 12 articles), technical services/readers' services (4 articles), communication and education (10 articles), and the social prerogative (4 articles). (WH)

ED 092 133 IR 000 692
Audiovisual Market Place 1974-1975. A Multimedia Guide.
Pub Date Mar 74
Note—345p.

Available from—R.R. Bowker Order Department, P.O. Box 1807, Ann Arbor, Michigan 48106 (\$26.50 plus shipping)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Audiovisual Instruction, *Directories, Educational Radio, *Educational Technology, Educational Television, *Guides, Manufacturing Industry, Merchandise Information

This revised fifth edition closely follows the format of previous editions, but provides 25% more listings, bringing the total number to over 4,000. Producers and distributors of software are listed alphabetically by firm, as are manufacturers and distributors of hardware. In both sections, the information given for each firm includes address, telephone number, names of key personnel, professional organization affiliations, available catalogs, and other services offered. Separate indexes classify the software suppliers by subject and by media. Another index identifies the manufacturers and distributors of hardware by product lines. National AV organizations, educational organizations with special AV committees, and allied groups are provided in the directory. A calendar of AV exhibitions and conferences scheduled for 1974-75, a state-by-state listing of educational radio and television stations, an annotated bibliography of important reference works and publications in the AV field, and a list of publications that review AV hardware and/or software are also included. A separate Service Section gives information on firms offering specialized AV assistance such as cataloging, production, laboratory services and companies that rent equipment or facilities. (WCM)

ED 092 134 IR 000 693
Cataloging Guide for Instructional Materials Used in Livonia Public Schools Instructional Materials Centers.
Livonia Public Schools, Mich.
Pub Date 73
Note—52p.

Available from—Livonia Public Schools, Instructional Materials Services, 29530 Munger Street, Livonia, Michigan 48154 (\$2.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Cataloging, Catalogs, *Classification, Codification, *Instructional Materials, *Library Technical Processes, Manuals, *School Libraries, Typewriting

Identifiers—*Livonia Public Schools

This working guide for Livonia's Public Schools provides detailed instructions in preparing and handling catalog cards, a supplemental cataloging and classification guide, and typing rules for technical processing. Standard abbreviations are given for making classification entries, and separate cataloging instructions are given for charts, duplicating material, equipment, film loops, films, filmstrips, games and flash cards, globes, kits, maps, microfilms, models or mock-ups, phonodiscs, phonotapes, pictures, prints, posters, slides, specimens and realia, transparencies, videotapes, and bibliography. The classification guide provides local adjustments to the basic Dewey Decimal System in use. The typing rules cover all the technical details and procedures a librarian might encounter. (WH)

ED 092 135 IR 000 694
Hericks, Sally, Ed.
The Audio-Visual Equipment Directory. Twentieth Edition, 1974-75.

National Audio-Visual Association, Fairfax, Va.
Pub Date 4 Jun 74
Note—492p.

Available from—National Audio-Visual Association, 3150 Spring Street, Fairfax, Virginia 22030 (\$12.50 for those not engaged commercially in the audio-visual industry; \$35.00 to non-AVA member companies engaged in manuf., production or sale of AV materials)

Document Not Available from EDRS.

Descriptors—*Audio Equipment, *Audiovisual Aids, *Catalogs, Eight Millimeter Projectors, Filmstrip Projectors, Guides, Opaque Projectors, *Projection Equipment, Sixteen Millimeter Projectors, Tachistoscopes, Teaching Machines, *Video Equipment

More than 1600 illustrated entries in 74 equipment categories are included in this edition. This "completely revised and updated" edition presents specifications, prices, and accessories from 585 manufacturers of audiovisual equipment. The guide is designed to assist purchasers in the practical, cost-effective selection and use of AV equipment and systems. (WCM)

ED 092 136 IR 000 695
Becker, Joseph
The First Book of Information Science.
Atomic Energy Commission, Washington, D. C.
Office of Information Services.
Pub Date 73
Note—86p.

Available from—USAEC-Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee (1-4 booklets \$25; 5-99, \$20; 100 or more, \$15; Free to schools and public libraries if requests made on school or library stationery)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Communications, Communication Satellites, Computer Output Microfilm, *Computers, Computer Storage Devices, Information Networks, Information Processing, Information Retrieval, *Information Science, Information Systems, *Media Technology, Microfiche, Microfilm, Microform Reader Printers, *Microforms, Telecommunication

A primer on information science introduces the study of how information is transmitted to the person who needs it and how it is later stored and retrieved. Beginning with the history of information as it was used by early man, the booklet summarizes the rapid development of new information technologies, with illustrations and in terms that can be easily understood by the average layman. Some of the technologies reviewed include: computer systems—punched cards, magnetic tapes, and computer languages and programs; communications systems—telephone, cable, microwave, and satellite; and microforms—types of microfilms, holography, viewing and copying, and computer-microform systems. Finally, there is a glossary of terms and a list of additional readings in the area. (WDR)

ED 092 137 IR 000 696
Poole, Jay Martin *And Others*
Preliminary Paper Toward a Comprehensive Program of Library Orientation/Instruction for the Libraries of the State University of New York at Buffalo.

State Univ. of New York, Buffalo, Univ. Libraries.
Pub Date Apr 74
Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Bibliographies, Library Education, *Library Instruction, Library Programs, Library Skills, Surveys, *University Libraries, Use Studies

Identifiers—Library Orientation, *State University of New York at Buffalo

To create a comprehensive program of library orientation and instruction for the libraries of the State University of New York at Buffalo, a committee was appointed to survey several unit libraries as well as all the academic units (104) on the campus. Their object was to determine what, if any, library orientation and instruction programs were in effect. The results of this survey and a literature search culminated in a basic statement of principles, goals, and definitions. One of the more important results of the study was the definition of levels of needs of users: basic, course related, and discipline related. The resulting series of recommendations forms a plan for an aggressive, comprehensive, and coordinated program of bibliographic library instruction and orientation. (Author)

ED 092 138 IR 000 697
The Wired Public Library: Who Needs It? What Will It Cost? Who Will Pay For It?
Atlantic City Free Public Library, N.J.
Spons Agency—New Jersey State Library, Trenton.
Pub Date Oct 73

Note—56p.; Report of study conducted by Dorland and Sweeney, Inc., Atlantic City, New Jersey

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Broadcast Industry, *Cable Television, *Educational Television, *Feasibility Studies, Instructional Media, Library Services, *Public Libraries, Television, Video Equipment
Identifiers—*Atlantic City, New Jersey

A cooperative study, sponsored by Atlantic City and Cape May County, New Jersey, investigated the prospects for extending library services throughout the seashore resort/rural areas with the use of cable television. A review of the evolution of cable TV, CATV, two-way television and the interactive cable concluded that the equipment and technology is available now but is very costly. Many examples of various combinations of telephone and CATV usage were found to be in experimental stages. A survey was mailed to the local area, Atlantic City. The results indicated a relatively high interest in library services but not sufficient to override the consensus of national leaders who feel that the market for this complex and expensive technology has not yet developed. It was recommended that local libraries make use of existing CATV channels as they are granted and develop the "consumer research" needed to justify the expense of the more elaborate and complete two-way systems. (WH)

ED 092 139 IR 000 698
Ewald, William R., Jr.
Graphics: For Regional Policy Making, a Preliminary Study.

National Science Foundation, Washington, D.C.
Office of Exploratory Research and Problem Assessment.

Pub Date 73

Note—71p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Computer Graphics, Decision Making, Electromechanical Aids, Experimental Programs, *Information Systems, *Institutional Research, Management Systems, Man Machine Systems, Media Research, *Regional Planning, State of the Art Reviews, *Technological Advancement, Television

The use of graphics (maps, charts, diagrams, renderings, photographs) for regional policy formulation and decision making is discussed at length. The report identifies the capabilities of a number of tools for analysis/synthesis/communication, especially computer assisted graphics to assist in community self-education and the management of change. Part I outlines the features of the analysis/synthesis/communication tools needed to formulate better policy to con-

serve and develop regions. Part 2 reviews graphics related technological systems: NASA, EMISARI, NIPS, the Vancouver Regional Simulation Study, the Des Moines Integrated Municipal Information System, San Diego IREM system, the Columbus Benchmark project, New York's TV Town Meeting, TICIT, PLATO, CHARGE, Theta Com, TOCOM, Scriptographics, EIDOPHOR, GE Light Valve, ARPA, and three computer animation projects. (WM)

ED 092 140 IR 000 700

Proceedings of the Conference on Computer Based Living-Learning and Information Exchanges.
North Western Univ., Evanston, Ill. Center for the Teaching Professions.
Pub Date 4 Dec 73
Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Computer Oriented Programs, Computer Programs, *Computers, Conference Reports, Dial Access Information Systems, *Information Networks, Information Sources
Identifiers—Computer Mediated Conference, Learning Webs, Peoples Computer Company, Resource One, Termet

The text of an extended series of computer-mediated conversations makes up the body of this document. Discussion centers around the uses of computer networks as a new communication medium. Contributions were made by participants, who typed their informal comments into computer terminals, located at several places in the country. Because of the computer-mediated format, the text is often broken and hard to follow. This difficulty is compounded by the fact that several fragmented conversations were reproduced in the final document in the order in which they were entered into the system, with no editing of any kind. A list of names and addresses of participants is included at the beginning of the report. (WDR)

ED 092 141 IR 000 701

Regional Information System: Feasibility Report.
Final Report.

Lower Pioneer Valley Regional Planning Commission, West Springfield, Mass.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Mar 73

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Computer Oriented Programs, *Computer Science, Data Processing, Feasibility Studies, *Information Systems, *Regional Planning

A study was made of the feasibility of establishing a computerized regional information system. Existing systems were reviewed, and the location of the system was discussed. The system's structure was described. A cost benefit analysis looked into capital costs and operating costs. A cooperative system was found to be feasible, based on utilization of existing computer facilities and support from municipalities and agencies participating in the system. Participating agencies would collect and maintain data and support processing; output would be available to participating agencies. (Author)

ED 092 142 IR 000 702

Literature and Bibliography of the Social Sciences.
Pub Date 73

Note—284p.

Available from—Melville Publishing Co., 11661 San Vicente Blvd., Suite 913, Los Angeles, California 90049

Document Not Available from EDRS.

Descriptors—Bibliographic Citations, *Bibliographies, Cataloging, Information Dissemination, Information Science, *Information Sources, Information Systems, Library Collections, *Literature Reviews, Periodicals, Reference Materials, Scholarly Journals, Search Strategies, *Social Sciences, State of the Art Reviews
Identifiers—Bibliographic Control

The first part of this work sets forth some basic points concerning the nature of scientific work and the meaning of knowledge in science, and the patterns of organization and communication characteristic of the scientific world. It considers the ways in which the attributes of science manifest themselves in the social sciences and

describes, briefly and generally, the evolution of scientific perspective in social science. The second part describes the forms of publication which comprise scientific literature, and considers their functioning as communication instruments. A sequence is developed from technical reports and journals to review publications and handbooks to textbooks, encyclopedias, and dictionaries as knowledge becomes more accepted. The third part presents bibliographic publications as compressed, abbreviated representations of the literature, in a sequence which parallels that of the discussion of the literature in the second part. A final section considers applications to actual literature searching. Eleven appendices appear throughout the work with reference and bibliographic material. (WH)

ED 092 143 IR 000 703

Ewald, William R., Jr.

Access: The Santa Barbara Regional Pilot Process.
National Science Foundation, Washington, D.C.
Office of Exploratory Research and Problem Assessment.

Pub Date 1 Feb 74

Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Computers, Data Bases, *Environment, Information Processing, *Institutions, *Regional Planning, Time Sharing

Identifiers—Access, Alternative Comprehensive Community Environmental, Santa Barbara

This report about ACCESS (Alternative Comprehensive Community Environmental Study System) is in two parts. The first part is a narrative which: (1) identifies our time as a technological era of pervasive change; (2) discusses a pilot process to test new means to help manage this change, focused at the regional level; (3) reports on the manner in which this proposal has evolved to date in the region selected as the test site; and (5) states lessons learned thereby. The second part is the formal proposal for design of the ACCESS pilot process, as forwarded from the American Society of Landscape Architects Foundation to the National Science Foundation, for the South Coast Region centered on Santa Barbara, California. (Author)

ED 092 144 IR 000 704

Clayton, Richard E., Ed.

Municipal Decision-Making Factors Relative to Cable Television Ownership.

Pasadena Urban Coalition, Calif.; San Gabriel Valley Public Cable Council, Pasadena, Calif.

Pub Date Oct 73

Note—42p.; Developed with legal assistance from the Beverly Hills Bar Association Law Foundation and with financial assistance from the Avon Foundation

Available from—Dr. Louis C. Riess, San Gabriel Valley Public Cable Council, 1570 East Colorado Blvd., Pasadena, California 91116 (\$4.95)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Cable Television, *Decision Making, Metropolitan Areas, *Municipalities, Problem Solving, *Public Policy, Risk

A study was made to identify and provide information and factors which should be taken into consideration by a municipality in its development of policy regarding the ownership, franchising, and ordinance issues involved in cable television. Since the report discusses Southern California activities, specifically those of the San Gabriel Valley, it is somewhat limited in scope. Listed are the advantages and disadvantages of private ownership and its relationship to the public interest in addition to financial and operational factors. Detailed factors of public ownership which include forms and cost factors favoring public ownership, engineering and financial projections, the financing of public ownership requirements for tax-exempt status, and social policy factors are examined in detail. Further, the report lists specific forms of public ownership and details the advantages and disadvantages of municipal ownership, ownership by a nonprofit organization, in addition to a special public authority model. The report takes a "low profile advocacy position" in behalf of the poor and/or minority groups and emphasizes that citizens may still take a hand in shaping public policy about cable television. (WCM)

ED 092 145

IR 000 705

Schramm, Wilbur

Notes on Case Studies of Instructional Media Projects.

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date Dec 71

Note—43p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Case Studies, Evaluation Methods, Experiments, *Instructional Media, Instructional Technology, Investigations, Media Selection, *Research Methodology, *State of the Art Reviews, Surveys

The case study is the method of choice in studying instructional media projects. In contrast to experiments, which analyse the effect of a on b, and sample surveys, which ask "What is out there?", the case study asks "What happened?" and is both descriptive (unlike the experiment) and free of time (unlike the sample survey). The objective of a case study—to illuminate a decision or set of decisions—is ideal for instructional media projects. Researchers can enter a situation after the fact and benefit from their perspective in time. Central to the case study is the researcher who should bring to the situation historical and political science skills for a wholistic view. In case studies documents, interviews, observations, and secondary analyses are the main data sources; and researchers are urged to make greater use of documents, interview the right people, and make observations more objective. Addressing an audience and focusing on key decisions will help make a case study useful. Examples of both good and bad case studies of various types are appended. (WH)

ED 092 146

IR 000 706

Macdonald-Ross, Michael Smith, Eleanor B.

Bibliography for Textual Communication. Publications Relevant to Research on the Design of Texts for the Adult Learner. Monograph Number Three.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date Jan 74

Note—80p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Bibliographies, Charts, *Communication Problems, Communication Skills, Diagrams, Graphs, Illustrations, Information Theory, Language Arts, Layout (Publications), Maps, *Textbook Preparation, Textbooks, Writing, Writing Skills, *Written Language

Identifiers—Open University, *Textual Communication Research Unit

This bibliography is a first edition designed to aid the work of the Textual Communication Research Unit and will be followed by a further edition in two years' time. Sources relevant to textual communication, except those pertaining exclusively to broadcasting or children's texts, are arranged as either pertaining to language or to visual design. A few useful references not directly relevant to the design of texts are included at the beginning as a matter of record. The language area is divided into philosophy, linguistics, instructional psychology, programmed learning, readability, analysis of texts, reading and writing style. The visual design area is divided into general, graphs-charts-tables, scientific and technical diagrams, algorithms, maps, typography, scripts and symbols. (WH)

ED 092 147

52

IR 000 708

Long Range Program, Library Development in Alaska 1973-1978.

Alaska State Dept. of Education, Juneau. Div. of State Libraries.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Oct 73

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Decentralized Library Systems, Library Extension, Library Facilities, Library Materials, *Library Networks, *Library Planning, *Library Services, Public Libraries, *State Libraries, *Statewide Planning

Identifiers—Alaska, Alaska Advisory Council for Libraries, Alaska Division of State Libraries, Library Services and Construction Act

A statewide library development program designed to provide total library services to meet educational, informational, and cultural needs of the people of Alaska is outlined in this document. The body of the report is divided into three sections. In the first, the purpose, scope, and development of the plan are summarized. The second section briefly reviews the current situation of the library system in the light of transitional areas in which gains are sought, and presents alternative approaches to several problem areas. The third section outlines the goals, objectives, and plans of action that are expected to be taken, in terms of the materials, facilities, and services that will be needed. Finally, three appendices present a list of Alaskan participants in the project; a discussion of policies, criteria, priorities, and procedures; and the text of the basic state plan. (WDR)

ED 092 148 52 IR 000 709

Callison, Daniel J.

Survey of the Frequency of Electronic Media Production in Kansas Senior High Schools During 1972-73 School Year.

Kansas State Teachers Coll., Emporia. Graduate Library School.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 73

Note—172p.; Master's Thesis, Kansas State Teachers College

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—*Audiovisual Aids, Films, Filmstrips, *Material Development, Media Selection, Media Specialists, *Secondary Schools, Slides, Students, *Surveys, Teachers, Transparencies, Video Tape Recordings

Identifiers—*Kansas

One hundred and sixty of the 375 Kansas senior high schools returned questionnaires indicating frequency of electronic media production during the 1972-73 school year. The survey provided data on the whole sample and on the enrollment categories of media staff, teachers, and students, for the production areas of slide-tape, 8mm film, video-tape, and transparencies. This study also investigated the relationships between frequency of electronic media production and media staff, in-service workshops, and library expenditures. A high percentage of responding schools reported no involvement by the media staff, teachers, or students in the four types of electronic media. Schools reporting full-time media personnel, in-service training, available equipment, and adequate funding reported a higher frequency of electronic media production than schools without such resources. Recommended are the development and maintenance of appropriate production services, all with qualified media personnel, adequate facilities and equipment supported by ample budget. (Author/WH)

ED 092 149 IR 000 710

Olson, Paul E. Pletzke, Chester J.

Analysis of the Midwest Medical Union Catalog.

Progress Report Number One.

Midwest Health Science Library Network, Chicago, Ill.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Pub Date May 74

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Book Catalogs, Cataloging, Catalogs, *Comparative Analysis, *Libraries, Medicine, *Research, *Union Catalogs

Identifiers—CATLINE, *Midwest Medical Union Catalog, National Library of Medicine, National Union Catalog

A study was made of the effectiveness of the Midwest Medical Union Catalog (MMUC). The literature on union catalogs characterizes the objectives and procedures of such catalogs, but gives little reliable data about costs and rarely focuses on traffic. The objective of this study is to determine whether the cost of the MMUC is justified by its benefits and whether it does aid the cooperative efforts of the contributing libraries. The hypotheses, which will be tested, seek to compare the MMUC with the National Union Catalog, the National Library of Medicine, Current Catalog, CATLINE, and with the individual catalogs of the contributing libraries. In addition,

it will be determined whether there is a relation between size of a contributing library and its ability to satisfy MMUC requests and whether some libraries can satisfy too few requests to be worthwhile. Current status and future goals of the study are reported. (WH)

ED 092 150 IR 000 711

Henning, Patricia A., Ed. Stillman, Mary E., Ed. Integrating Library Instruction in the College Curriculum.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.

Pub Date 71

Note—198p.

Journal Cit—Drexel Library Quarterly; v7 n3&4 July & Oct 1971

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

POSTAGE

Descriptors—*College Curriculum, *College Libraries, Libraries, Library Education, *Library Instruction, *Library Programs, Library Schools, Library Science, Library Skills, Periodicals, Research, *University Libraries

Identifiers—*American Library Association, Earlham College, Eastern Michigan University, Hampshire College, Southern Illinois University, Swarthmore College, Wabash Project

In the first section four articles illustrate the basic concepts of the role of the library in college instruction. The library-college movement is discussed; Swarthmore College's "Teaching Library" in particular is examined. The second section contains four articles about actively established programs in library instruction. Following this the American Library Association's activities in library instruction are outlined with a bibliography on the academic library field. The final section deals with research and experimentation. Its six articles review the research on instruction in the use of academic libraries, outline the Council Library Resources grant program to academic libraries for innovative programs of instruction, and report on some of these Council sponsored projects such as those at Eastern Michigan University and Hampshire College and in the Wabash Project. One of the editors presents a program for action as the conclusion. (WH)

ED 092 151 IR 000 712

Casey, Genevieve M.

The Ohio Cassettes Book Project; An Investigation of User Satisfaction.

Ohio State Library, Columbus.

Pub Date 73

Note—86p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Audio Equipment, *Blind, Educational Specifications, Equipment Evaluation, *Federal Programs, *Library Planning, Media Selection, Partially Sighted, Phonograph Records, *Physically Handicapped, Program Evaluation, Regional Programs, Talking Books, Tape Recorders, Tape Recordings, Visually Handicapped

Identifiers—*Audio Cassettes, Library of Congress, Ohio

A study was made to determine the effectiveness and acceptability of cassette books for blind and physically handicapped readers. Commissioned by the Ohio State Library, an interview survey was conducted to 300 diversified users from the Cleveland and Cincinnati-Hamilton County Regional Libraries for the Blind and Physically Handicapped. The following conclusions and recommendations resulted: (1) The great majority of handicapped people prefer books recorded on cassette; (2) there are still technical problems to be solved; (3) the Library of Congress should continue to work with tape manufacturers to design a sturdier, more trouble-free cassette; (4) the Library of Congress should reconsider its decision to supply only the audiotape players; (5) immediate steps should be taken to broaden the range of materials available in cassette form; (6) a pilot series of adult education courses on cassette tape might be undertaken; (7) if the use of cassette tapes becomes more widespread, the regional libraries must be prepared to invest time and staff in more rigorous inspection; (8) fund sources should be sought to provide additional staff support for the Regional Libraries for the Blind and Physically Handicapped. (WCM)

ED 092 152 IR 000 713

Reames, C. C. Liu, M. T.

Variable-Length Message Transmission for Distributed Loop Computer Networks (Part I).

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—OSU-CISRC-TR-74-2

Pub Date Jun 74

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Computers, *Computer Science, Digital Computers, Electronic Data Processing, Information Science, *Input Output Analysis, Time Sharing

Identifiers—*Computer Networks

An introduction to the problems of variable-length message transmission in distributed loop computer networks, with a summary of previous accomplishments in the area, begins this technically-oriented document. An improved technique, overcoming some of the inadequacies in presently used techniques, is proposed together with a conceptual model of its operation. The effects of the proposed technique, utilizing some of the properties of systems interfacing and hardware buffering, are discussed in terms of their action on message transmission. An appendix provides some possible hardware realizations of the model. (WDR)

ED 092 153 IR 000 714

Kirsch, Barry M.

An Improved Error Diagnostics System for IBM System/360 -- 370 Assembler Program Dumps.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—OSU-CISRC-TR-74-3

Pub Date Jun 74

Note—66p.; Master's Thesis, Ohio State University

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Computer Programs, Programming Languages, *Programming Problems

Identifiers—*Computer Programming Aids, IBM System 360/370, National Science Foundation

A system to aid in the post-mortem debugging of assembler language programs written for the IBM System/360-370 series of computers is described in this master's thesis. A user's manual for the system, with descriptions of user requirements, Job Control Language (JCL) statements, and system output, comprises the first chapter. The program logic structure is explained in the second chapter. The third chapter discusses the termination analysis routine logic, with details for each of the 15 different program interruption types handled by the system. Conclusions and directions for future work are presented in the fourth section. Finally, an appendix of sample programs, with a listing of all the JCL statements needed to use the diagnostics systems, is provided. (WDR)

ED 092 154 IR 000 715

Bierschenk, Bernhard

Perceptual, Evaluative and Behavioral Changes

Through Externally Mediated Self-Confrontation; Explorations and Experiments in Microsettings.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date May 74

Note—61p.

Journal Cit—Didaktometry; n41 May 1974

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Audio Video Laboratories, Closed Circuit Television, *Cybernetics, *Experiments, Literature Reviews, *Microteaching, *Self Concept, Video Tape Recordings

Identifiers—Sweden

The development and application of the idea of microteaching in research and education is described in this report. It examines the use of different feedback devices for self-control and self-direction. The main conclusions reached are: (1) externally mediated self-confrontation via CCTV/VR is a therapeutic treatment; and (2) microsetting models still are without theoretical foundations. (Author/WCM)

ED 092 155 IR 000 716
Master State Plan for Public Telecommunications.

Part I.
Virginia Public Telecommunications Council,
Richmond.

Pub Date 2 Oct 73

Note—55p.; For related document see Part II, IR
000 717

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Cable Television, Educational Policy,
Instructional Media, *Master Plans,
*Public Policy, Public Television, Radio,
School Policy, Statewide Planning, *Telecommunication,
*Television
Identifiers—*Virginia, Virginia Public Telecommunication Council

A master plan was prepared for the development of public telecommunications in the Commonwealth of Virginia. The summary of main findings and recommendations were the result of various master state plan surveys, questionnaires and studies. It was found that: the development of a statewide public telecommunication system is frustrated because of a lack of hardware in schools; little or no preservice training for teachers and administrators; low annual operating budgets for educational television stations together with an obsolete method of funding public school TV programming; and the lack of current instructional technology of any real consequence. Further, the existing system appeared to lack a comprehensive mission, and the existing policies and programs were found to retard the innovative uses of technologies other than television broadcasting. It was suggested that the relationship between the Commonwealth and media organizations be carefully defined and managed. The study recommended limits be placed on the Virginia Public Telecommunications Council (VPTC) although the Council was directed to determine day-to-day task and resource applications. Also recommended was a special role for the public schools. (WCM)

ED 092 156 IR 000 717
Master State Plan for Public Telecommunications.

Part II.
Virginia Public Telecommunications Council,
Richmond.

Pub Date 2 Apr 74

Note—43p.; For related document see Part I, IR
000 716

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Cable Television, Campus Planning,
Educational Policy, Educational Television,
Facility Requirements, Higher Education, *Instructional Media, Management, *Master Plans,
*Public Policy, Radio, Statewide Planning,
*Telecommunication, *Television
Identifiers—Virginia, Virginia Public Telecommunication Council

Part two of a master plan for the development of public telecommunications in the Commonwealth of Virginia summarizes the main findings and recommendations derived from various master state plan studies, surveys and analyses. Inadequate funding, planning, management, coordination and evaluation currently were found to impede the development of a statewide system. The master plan findings and recommendations if acted upon should tend to: improve planning, management and evaluation; reduce waste, redundancy, under-utilization and omissions; enhance efficiency; provide integrative management problem-solving and administration; establish workable and fair procedures for reviewing and re-allocating technical telecommunication resources; enhance the desired and highly flexible systemization of interconnection resources, especially multiplexing networks; and encourage participation of higher educational institutions on the policy and decision-making boards. (WCM)

ED 092 157 IR 000 718
Learner-Controlled Computing: A Description and Rationale.

Catholic Univ. of America, Washington, D.C.
School of Education.
Pub Date Apr 74

Note—16p.; Paper presented at the American Educational Research Association Annual Meeting (Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Affective Objectives, *Case Studies, *Cognitive Processes, *Computer Assisted Instruction, *Problem Solving, Programming, Student Centered Curriculum
Identifiers—Learner Controlled Computing

Learner controlled instruction in which the student controls the computer (e.g., computer programming) instead of it controlling the student (e.g., drill-and-drill-and-practice) is described. The nature of this mode of computer use is explored, and some examples based on case studies conducted by the author are given. A rationale for learner control is discussed in terms of cognitive and affective outcomes of computing. The cognitive outcomes include relatively specific learning and thinking skills and more general systematic methods of problem solving. Affective outcomes include self-confidence, curiosity and exploratory behaviors, and motivation. (Author/WCM)

ED 092 158 IR 000 719

Materials Selection Policy.

Tulsa City-County Library System, Okla.

Pub Date 73

Note—29p.; For related document see IR 000720

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*County Libraries, Library Acquisition, *Library Material Selection, Library Services, Library Technical Processes, *Media Selection, Objectives, *Policy, *Public Libraries, Regional Libraries

Identifiers—Oklahoma, *Tulsa

The emphasis of the revised Tulsa (Oklahoma) City-County Library System selection policy is on meeting needs of the community rather than balancing the collection in any one library. The policy includes the "Library Bill of Rights" and covers objectives, responsibilities, maintenance of the collection, controversial materials, gifts, policy in general, as well as specific policies in regard to the central library, regional library, branch and community libraries, materials for special service areas, rotating collections, government documents, periodicals, newspapers, manuscripts, maps, art and other prints, audio materials, films, filmstrips, slides, videotapes, and centralized processing. The appendix includes a statement of the library's purpose; job descriptions for coordinators of children's services and of resources; guidelines for weeding, discarding, storage, replacement, and rebinding; a list of selection aids; and examples of forms for suggestions, book reconsideration, gift plates, and film evaluation. (LS)

ED 092 159 IR 000 720
Long-Range Plans; A Ten-Year Projection for the Tulsa City-County Library. Eighth Draft.

Tulsa City-County Library System, Okla.

Pub Date 73

Note—24p.; For related document is IR 000 719

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Audiovisual Aids, Budgets, Cable Television, *County Libraries, Evaluation, Financial Support, Information Centers, *Library Planning, *Library Programs, Library Services, Objectives, *Public Libraries, Regional Libraries

Identifiers—Oklahoma, *Tulsa

The Tulsa City-County Library, as part of its continuing evaluation and revision of long-range plans, has produced this statement of purposes and goals. Some of these are: expansion of the regional libraries to improve service; facilities for independent learning; involvement in cable television; expansion of the library into a community information center; special services to the handicapped; increased resources; increased non-book media collections; improved personnel practices; expanded facilities; continuing evaluation; improved sources of financial support. A budget and bibliography are added, as well as appendices which include a description of the system at present, a statistical summary, demographic information, and goals for Tulsa as a whole. (LS)

ED 092 160 IR 000 721

Neumann, A. J.

A Guide to Networking Terminology.

National Bureau of Standards (DOC), Washington, D.C.

Spons Agency—National Science Foundation,

Washington, D.C.

Report No.—NBS-TN-803

Pub Date Mar 74

Note—33p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Cat. No. C13.46:803, \$0.80)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Computers, *Computer Science, Definitions, *Glossaries, *Information Networks, Information Processing, Information Systems, *Telecommunication, *Vocabulary
Identifiers—*Computer Networks

A selected set of terms and definitions relating to computer networking is presented in a coherent manner. An introduction gives the rationale for the glossary, defines the scope by a brief tutorial overview, and states the glossary format and conventions. The glossary is arranged alphabetically and contains about 140 definitions and associated terms. The sources of many terms are cited and modifiers indicate the status of definitions. A complete listing of source material is appended. (Author)

ED 092 161 IR 000 722

Blanc, Robert P.

Review of Computer Networking Technology.

National Bureau of Standards (DOC), Washington, D.C.

Spons Agency—National Science Foundation,

Washington, D.C.

Report No.—NBS-TN-804

Pub Date Jan 74

Note—136p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Cat. No. C13.46:804, \$1.55)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—*Comparative Analysis, Computers, *Computer Science, Electromechanical Technology, *Information Networks, Information Systems, On Line Systems, Program Descriptions, *State of the Art Reviews, *Telecommunication

Identifiers—*Computer Networks

A descriptive summary is given of the technical characteristics of existing computer networks, including data communication technology and configuration related to support of resource sharing services for a computer network. Included are discussions of terminal support capabilities for the communications network and a development of relevant network terminology. This report concludes with a comparative evaluation of existing technological approaches to networking. (Author)

ED 092 162 IR 000 723

Cotton, Ira W.

Network Management Survey.

National Bureau of Standards (DOC), Washington, D.C.

Spons Agency—National Science Foundation,

Washington, D.C.

Report No.—NBS-TN-805

Pub Date Feb 74

Note—93p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Cat. No. C13.46:805, \$1.20)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Administrative Organization, Administrative Policy, *Administrative Problems, *Computer Science, Financial Policy, *Information Networks, *Management, *Program Descriptions, Surveys, Telecommunication

Identifiers—ARPA Network, *Computer Networks, MERIT Network, Oregon State Regional Network, Triangle Universities Computation Center, Tymnet

A study was made of management practices in different computer networks. The five networks were chosen as typical of different approaches to network implementation and management: Defense Advanced Research Projects Agency (ARPA) Network, MERIT Network, Triangle Universities Computation Center (TUCC), Oregon State Regional Network, and Tymnet (a commercial network). A common format which included questions about network mission, technology and organization; financial and legal concerns; and summary of problems and tentative recommendations was used to survey each organization. The resulting report is not intended to be prescriptive, although some empirical observations are presented for each topic covered. (Author/SL)

ED 092 163 IR 000 725*Fife, Dennis W. And Others***A Technical Index of Interactive Information Systems. Final Report.**

National Bureau of Standards (DOC), Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NBS-TN-819

Pub Date Mar 74

Note—79p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Cat. No. C13.46:819, \$1.20)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Computer Programs, Data Bases, *Indexes (Locators), Information Networks, *Information Retrieval, *Information Services, Information Systems, *On Line Systems, *Program Descriptions, Search Strategies, Technology, Telecommunication

Identifiers—*Computer Networks

The technical features and operational status of interactive information systems, i.e. those providing a conversational usage mode to a non-programmer through a data terminal device, are reviewed. The review is designed to aid information specialists in the state-of-the-art assessments preparatory to a detailed system selection procedure. It contains an index: 46 systems are listed by trade name. The index provides information about over 50 technical features. Information is based primarily on documentation received during 1972 and 1973. In addition, there are aids and examples contributing to the intended use of the index. (Author)

ED 092 164 IR 000 726**ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.**

Educational Resources Information Center, DIR.; ERIC Processing and Reference Facility, Bethesda, Md.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—544p.; Loose-leaf and updated continuously

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—*Abstracting, *Cataloging, Documentation, Guides, *Indexing, *Information Processing, Information Storage, Information Systems, Lexicography, Library Science, *Manuals, *Thesauri

Identifiers—*Educational Resources Information Center, ERIC

This loose-leaf manual provides the detailed rules, guidelines, and examples to be used by the components of the Educational Resources Information Center (ERIC) network in acquiring and selecting documents and in processing them (i.e. cataloging, indexing, abstracting) for input to the ERIC computer system and subsequent announcement in "Research in Education." It also covers the procedures to be followed in maintaining the indexing vocabulary (the Thesaurus of ERIC Descriptors). The major sections of the manual are entitled: Acquisitions, Selection, Handling and Shipping, Descriptive Cataloging, Abstracting/Annotating, Indexing, Vocabulary Development and Maintenance, Journal Article Processing. There are several appendices, e.g., Acronym Dictionary, Glossary of Terms, ERIC Clearinghouse Scope of Interest Guide, COSATI Cataloging Standard, Identifier Authority List, and the ERIC Directory. This manual will be of interest to all organizations that use the ERIC data base. A detailed index facilitates its use. (WTB)

ED 092 165 IR 000 727*Gibbs, G. I., Ed.***Handbook of Games and Simulation Exercises.**

Pub Date May 74

Note—226p.

Available from—Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 (\$12.00)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Catalogs, Classroom Games, *Educational Games, Elementary Grades, *Games, Game Theory, Graduate Stu-

dy, Intermediate Grades, Management Games, *Material Development, Models, Professional Education, Role Playing, Secondary Grades, *Simulation

Nearly 2,000 games and simulations are listed along with details of their content, suppliers, and audience. The games range in level from those designed to teach young children to read, to those intended for postgraduate study of political decision-making. The subject range is equally wide. Management topics covered include: industrial relations, wage negotiation, marketing, production planning and inventory control. The academic subjects include: economics, politics, sociology, logic, mathematics and geography. In addition, there are games for use in schools and games for professional training for teachers, city planners, and social workers. The handbook also includes an introduction to the design and use of games, an explanation of the terminology, an extensive bibliography, and a register of gaming societies and associations. (WCM)

ED 092 166 IR 000 729*Edwards, Bernell Gerlach, Vernon***The Effects of Summation of Audiovisual and Textual Instructional Cues on Student Achievement.**

Arizona State Univ., Tempe.

Pub Date Mar 74

Note—Sp.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Atlantic City, New Jersey, March 17-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, Audiovisual Instruction, Aural Stimuli, College Students, *Cues, *Educational Research, *Intermode Differences, Multimedia Instruction, *Multisensory Learning, Teaching Methods, Verbal Stimuli, Visual Stimuli

A study was made to determine whether instructional cues presented to the learner as variations of audiovisual and textual information including a cue summation condition (combined textual, pictorial, and auditory cues) can facilitate the achievement of precise instructional objectives. Some 112 education students enrolled in a course on mental retardation at Arizona State University were randomly assigned to one of eight treatment variations. Cues were imbedded within a self-instructional unit on cerebral palsy. Subjects were given a posttest immediately after instruction. Students receiving textual-only cues scored significantly higher (p less than .01) on the posttest than did students receiving auditory cues only. Students receiving the cue summation condition of cues did not score significantly higher than did students receiving other combinations of cues. (Author/WCM)

ED 092 167 IR 000 730*Lee, Jasper S. Moore, David M.***A Survey of Need for Personnel in Educational Media and Technology in the State of Virginia.**

Virginia Polytechnic Inst. and State Univ., Blacksburg, Dept. of Education.

Pub Date Jun 74

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Technology, Graduate Study, Librarians, *Library Education, *Media Specialists, *Personnel Needs, Professional Education, *State Surveys, Surveys

Identifiers—Virginia

A study was made to secure surveyed data on the current and projected employment of specialists in educational media and technology. In addition, the surveyed local school superintendents and deans of instruction in community colleges were asked to suggest areas in which media training would be desirable in the public schools and community colleges. Approximately 296 presently employed librarians, media specialists, and combination librarian-media specialists were identified as needing additional training beyond the bachelor's degree. The respondents anticipated hiring 151 media-library related personnel at the bachelor's level and 79 at the master's level in the next five years. Approximately half of the people needed in these three occupational areas will be in the areas of media or combination library-media. The most significant survey factor indicates that many school administrators are unaware of the growing trend for media-library personnel to be trained with joint skills.

Furthermore, respondents who were aware unrealistically felt that such a person could be found who is qualified with just a bachelor's degree. (WCM)

ED 092 168 IR 000 731*Hess, Edward J.***BCN: On-Line Information Retrieval for the Masses?**

Pub Date May 74

Note—Sp.; Paper presented at the American Society for Information Science Mid-Year Conference (Johnstown, Pennsylvania, May 16-18, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cable Television, Educational Television, *Information Centers, Information Dissemination, Information Needs, Information Networks, *Information Retrieval, Information Science, *Information Systems, Library Networks, Library Services, *On Line Systems, State of the Art Reviews, Telecommunication

Identifiers—*Coordinated Information Source

On-line information retrieval systems will spread beyond its narrow scope with the widespread development of interactive communication capability in connection with cable television. There is a possibility of far better attention to the information needs of the non-specialist with a coordinated information source. The major problems of such a coordinated information source would be: (1) organizing a vast miscellany of information for ready retrieval, (2) determining response forms for various inquiries; and (3) developing input documents for information not "published" in the usual manner. The world of library and information service ought to consider its place in what may become the most comprehensive on-line information storage and retrieval system ever envisioned, an interactive information utility involving cable television. (WH)

ED 092 169 IR 000 733**Facts and Futures; What's Happening Now in Computing for Higher Education. Annual Proceedings of the EDUCOM Fall Conference (9th, Princeton, New Jersey, October 9-11, 1973).**

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date 74

Note—361p.

Available from—EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$9.00)

EDRS Price MF-\$0.75 HC-\$17.40 PLUS POSTAGE

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, *Computers, Computer Science, *Conference Reports, Cost Effectiveness, Data Bases, *Higher Education, Information Centers, *Information Science, *Information Systems, Management Information Systems, Professional Personnel, Research, Statewide Planning

Identifiers—Compatibility, EDUCOM, Transportability

The ninth annual EDUCOM conference developed its theme along four major lines: computing for research; computing for instruction; management information systems; and the allocation of computing resources. Papers in this volume address primarily the organizational and political considerations (Parts II, III, IV, and V), and technological/economic issues (Part VI) relevant to the utilization of computing and networking in higher education. (WCM)

ED 092 170 IR 000 735**Repertoire des Periodiques (List of Periodicals).**

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 74

Note—43p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Abstracts, *Annotated Bibliographies, Bibliographies, Directories, *Documentation, *Education, Literature Reviews, Periodicals, Publications

Identifiers—Europe, United States

Over 200 educational periodicals, bibliographies, and abstracts from western Europe and the United States are listed. Publications are classified by countries of publication. Title, address, and frequency of publication are noted and a

central agency for subscriptions is also given. (WCM)

ED 092 171 52 IR 000 736
Audience Analysis Concepts Exchange.

Proceedings of a Conference (Washington, D.C., October 7-8, 1971).

Unesco, Inc., Washington, D.C.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 72

Note—231p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—*Audiences, *Conference Reports, Feedback, *Measurement Instruments, *Measurement Techniques, Radio, *State of the Art Reviews, Television, Television Viewing

A conference was held to review the current state of audience measurement methods and technology. The four sessions ranged from the morality of broadcasters, to the adequacy of education, to the practicality of knowledge in related fields of psychology, to the state of the art in communication and measurement technology. Many hours of discussion and interchange are summarized. (WCM)

ED 092 172 IR 000 737
Cable Television: End of a Dream. The Network Project Notebook Number Eight.

Columbia Univ., New York, N.Y. Network Project.

Pub Date 74

Note—30p.

Available from—The Network Project, 101 Earl Hall, Columbia University, New York, N.Y. 10027 (Year's subscription, 4 issues, \$10/individuals; \$25/institutions; individual copies, \$3/individuals; \$5/institutions)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Cable Television, Mass Media, *Programming (Broadcast), Public Policy, *Social Planning, *State of the Art Reviews, *Telecommunication

Identifiers—Network Project, Public Access

The Notebook is divided into two parts. The first half reprints the transcript of a radio documentary on cable television, one in a series of five MATRIX radio programs produced by the Network Project in 1974. It includes discussions of planning for the new technology and of its present control by corporate conglomerates, and forecasts a threatening future concerning its application. The second half acquaints the reader with some of the broader issues surrounding cable's public access potential and predicts the demise of the medium's original promise. (WCM)

ED 092 173 IR 000 738
Gibson, Terry L.

Effect Upon Learning of Student Knowledge and Acceptance of Behavioral Objectives.

Wisconsin Univ., Madison, Univ. Extension.

Pub Date Mar 74

Note—11p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Atlantic City, New Jersey, March 17-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Classroom Research, Educational Objectives, *Educational Research, *Graduate Students, Retention Studies, Technical Education, *Vocational Education, Vocational Education Teachers

A study was made to examine the relationship between a student's acceptance of the instructional objectives of a course and the amount of his learning as measured by tests on the objectives. Participants were not randomly selected but were enrolled in a graduate level course required for teacher certification. At the beginning of the first class period and at the last class session prior to the final examination, students were asked to rank their acceptance of each of 30 objectives by placing six objectives in each of five categories ranging from most acceptable to least acceptable. Test scores for each of the five groups of objectives were then individually ranked and summarized, using the Kendall Coefficient of Concordance "W", corrected for ties in ranks. The study concluded that there is not statistically significant (.05 level) relationship between the student ranking of the behavioral objectives as to their acceptance at the beginning or at the ter-

mination of the course and their consequent scores on a final examination or test of recall one month after the final examination. Thus, it is suggested that retention was the same for content related to the least as well as most acceptable objectives. (WCM)

ED 092 174 IR 000 741

Hansen, Duncan N. And Others

The Analysis and Development of an Adaptive Instructional Model(s) for Individualized Technical Training; Phase I.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-72-50(1)

Pub Date Aug 73

Note—114p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Aviation Technology, *Computer Assisted Instruction, *Individualized Instruction, Instructional Design, *Instructional Systems, Literature Reviews, Military Training, *State of the Art Reviews, Surveys, *Technical Education

Identifiers—Adaptive Instructional Models, Instructional Algorithms, Instructional Resource Allocation, Instructional Strategies

Shrinking training budgets pose a serious problem to those confronted with the present and future challenge of providing competent Air Force technicians for increasingly technical positions in a modern Air Force. One promising solution to this problem has been to harness the capabilities of the computer as an instructional training device. To be cost-effective, computer-based instruction must maximize individual student attainment of training objectives, while simultaneously minimizing training time and costs. Adaptive Instructional Models (AIM) constitute the means by which effective training can be accomplished with a minimum expenditure of student time and instructional resources. The report describes the purpose and function of AIM. Additionally, seven adaptive instructional models are analyzed, and recommendations as to model application in Air Force technical training courses are made. (Author)

ED 092 175 95 IR 000 742
Pinsky, Paul D.

Achievement Monitoring of Individually Paced Instruction. Final Report.

Sequoia Union High School District, Redwood City, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 73

Contract—OEC-9-72-0012

Note—31p.; Study conducted at San Carlos High School

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Achievement Tests, *Computer Assisted Instruction, Criterion Referenced Tests, Earth Science, Field Studies, *Formative Evaluation, High School Students, *Individualized Instruction, *Secondary Grades, Summative Evaluation, *Test Construction

Identifiers—*Comprehensive Achievement Monitoring

A study was made to monitor achievement of individually paced instruction. The project concentrated on designing testing procedures in group paced instructional programs to provide information to student, teachers, parents and administrators which could be used in both a formative and summative evaluation. The three objectives of the project were: (1) to adapt the Comprehensive Achievement Monitoring (CAM) design for an individually paced program of instruction that contains a series of units through which students progress in sequence; (2) explore the applicability of computer-assisted instruction evaluation technique to criterion referenced testing (CRT) for individually paced instruction; and (3) to field test the adopted CAM design in a high school earth science course. The results showed quite strongly that the students whose learning activities were controlled the most showed the greatest gains in achievement levels. Gains were measured by the CAM tests and by standardized tests given at the beginning and end of the course. The results show this population of students are not able to work independently with CRT data and direct their own study activities. This finding confirms less formal studies completed in previous years. (WCM)

ED 092 176 IR 000 744

Moore, David M. And Others

Preparing Self Instructional Programs: A Self Instructional Approach. Unit I, General Content Description. Unit II, Planning and Designing a Self-Instructional Unit. Unit III, Revising and Individualizing a Self-Instruction Package. Unit IV, Updating, Revision, and Implementation.

New River Community Coll., Dublin, Va.

Pub Date Jun 73

Note—129p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Community Colleges, *Independent Study, *Instructional Materials, *Instructional Media, *Material Development, Media Selection, Multimedia Instruction, Programmed Instruction, *Programmed Materials, Programmed Units

This is a self instructional package on the subject of self instruction. The package consists of four units: (1) the introduction, rationale, parameters, and definitions of self instruction; (2) planning and designing a self instruction package; (3) revising and individualizing a self instruction package; and (4) updating, revision, and implementation. For each unit and/or section instructions are given, along with objectives, tests and other information. In some cases, the learner has options as to the mode of instruction. For example, some of the presentations are in the form of slide presentations, videocassettes and written activities. (WCM)

ED 092 177 IR 000 747
Balmer, Mary And Others

Report of the Management Review and Analysis Program (MRAP).

Connecticut Univ., Storrs, Library.

Spons Agency—Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies

Pub Date 74

Note—115p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Administration, *Administrative Organization, Administrative Policy, Budgeting, Evaluation, Librarians, *Library Planning, *Management, Objectives, Organizational Change, Personnel, Policy, Policy Formation, *University Libraries

Identifiers—Management Review and Analysis Program, MRAP, *University of Connecticut

The Wilbur Cross Library of the University of Connecticut has conducted a Management Review and Analysis Program (MRAP) study as outlined by the Association of Research Libraries. The MRAP report contains introductory chapters on the history and present circumstances of the University of Connecticut and its library. There follow reports and analyses of library planning, policies, budgeting, information management, organization, supervision, personnel development and administration, meetings and communications, as well as a report on branch, departmental, and professional school libraries. Some items which the report recommends are: written goals and objectives, with provision for evaluation of progress; a policy committee; creation of an Administrative Assistant for Personnel Services position; a staff development program; evaluation of staffing needs; a student employee handbook; updating of organization charts; definition of staff roles and responsibilities; and establishment of a formal communication system. Appendixes include employee and student enrollment information, organization charts, university finance information, and a statement of library objectives and goals. (LS)

ED 092 178 IR 000 749
Spurling, Norman Kent

Information Needs and Bibliographic Problems of the Anthropology Departments at U. N. C. and Duke University.

North Carolina Univ., Chapel Hill. School of Library Science.

Pub Date Sep 73

Note—142p.; Master's Thesis, University of North Carolina

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Anthropology, Bibliographies, *College Faculty, Graduate Students, *Information Needs, Information Retrieval, Information Sources, *Information Utilization, Libra-

ries, Library Collections, Library Facilities, *Library Services, Library Surveys
Identifiers—Duke University, *North Carolina, University of North Carolina

Research was conducted on information needs and bibliographic problems of anthropologists at Duke University and the University of North Carolina at Chapel Hill. Sixty-four faculty members and graduate students were surveyed, and twenty faculty members were interviewed. Many areas of information retrieval problems and the different ways anthropologists use their literature and libraries were explored, and results showed that differences between the various sub-groups of the study population were relatively unimportant. Forty percent of the faculty members did not often use libraries. Few anthropologists made use of abstracting and indexing services, but most were relatively satisfied with available library collections, although they found them to be inadequately organized and too scattered. Major retrieval problems were not finding enough multiple copies and difficulties in obtaining unpublished material. Eighty percent of the faculty members felt library research would be more important in the future. (Author/WH)

ED 092 179 IR 000 750
1973-74 Annual Report of the Tri-College University Libraries Coordinator's Office.

Tri-College Univ., Inc., Fargo, N. Dak. Libraries.
Pub Date 74

Note—16p.
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Annual Reports, College Libraries, Library Cooperation, Library Networks, Library Programs, *Library Services, Organization, *Regional Libraries, *University Libraries
Identifiers—North Dakota, *Tri College University Libraries

The organization, staffing, finance, and projected budget for the North Dakota Tri-College University Libraries are discussed. All the activities and recent developments of the Tri-College University Libraries are reviewed and particular attention is paid to personnel changes, administration, financing, acquisitions, and expansions. (WH)

JC

ED 092 180 JC 740 171

Roberts, Frank C.

Technical-Vocational-Occupational Five Year Follow-Up Study, 1967-1972. Phase I, Descriptive Statistics.

Antelope Valley Coll., Lancaster, Calif.

Pub Date 74

Note—72p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Community Colleges, *Junior Colleges, Surveys, *Technical Education, *Vocational Education, *Vocational Followup

Antelope Valley Community College, in one of its efforts to improve educational offerings, commissioned the institutional research officer to develop a technical vocational occupation follow-up system. This report is a description of the results of the survey used to evaluate technical vocational occupation success from 1967 to 1972. (Author/SGM)

ED 092 181 JC 740 172

Fletcher, Ellen B. Opacinch, Cheryl

Review and Analysis of the Survey on Evaluation of the Third College Senate.

Pub Date 30 Nov 72

Note—31p.; Third College Senate Ad Hoc Committee

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Evaluation, *Institutional Research, *Student Opinion, Student Organizations, Student School Relationship, Student Teacher Relationship, Teacher Attitudes
Identifiers—Third College Senate

In the spirit of self-evaluation and self-improvement, Dr. Walter Weber, president of the Third College Senate, appointed an Ad Hoc Committee last April. The committee was charged with the responsibility of creating an instrument to gather information on the opinions and habits of the

Senate's constituents in relation to the entire spectrum of Senate activities, with the understanding that responses were to be limited to the Third Senate only, thus providing an equal vantage point for appraisal for all participants. A questionnaire was designed for this purpose and distributed on a broad basis to all full-time, professional instructional and noninstructional faculty, to all members of the student government association council, and to student members of Senate committees and subcommittees, as well as to student presidents of campus organizations. Detailed results of the survey are presented in this document utilizing a format which gives a descriptive overview of each section, commentary on the numerical totals and percentages, some direct quotations from both faculty and students and, in most instances, the survey questions themselves. (Author)

ED 092 182 JC 740 174

Higgins, F. Laplante, D.

Self-Pace Mastery Learning as Applied to Introductory Sociology.

Lambton Coll. of Applied Arts and Technology, Sarnia (Ontario). Dept. of Social Science.

Pub Date 14 Mar 74

Note—24p.; Paper presented at the Spring Meeting of the Community College Social Science Association (San Diego, California, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Autoinstructional Aids, *Junior Colleges, Self Actualization, *Self Help Programs, *Sociology

The objectives of this paper are threefold: (1) to present the structure and functioning of a system of "self-paced mastery learning" as evolved by the department over the period May 1972 to March 1974; (2) to discuss perceived "flaws" in traditional college level "learning systems" and receive input from readers regarding the educational relevance of the approach; and (3) to receive specific suggestions regarding further modifications of the system. (Author)

ED 092 183 JC 740 175

Opacinch, Cheryl

Extending the Model of Program Evaluation: Career Graduates and Their Employers.

Catonsville Community Coll., Md.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date Apr 74

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Career Education, *Community Colleges, *Curriculum Evaluation, Evaluation, Job Satisfaction, Junior Colleges, *Models, *Vocational Education

This study was undertaken to serve as a potential model in the evaluation of career programs. Most models for program evaluation consist of three phases: input; (e.g., the number of students enrolled); the process (e.g., availability of equipment, staff, etc.); and output (e.g., students who are able to gain employment). This study focuses on graduates and asks them to assess defined components of the process and output phases beyond those usually included. It was contended that the employed graduates of a career program could well serve as evaluators because they are in the unique position of being able to relate their programs to their job requirements. It was also contended that supervisors of career program graduates should be included in the program evaluation model because they are particularly able to provide an assessment of job performance. Thus, this study focuses on two phases of the program evaluation model—process and output, extends the components of these phases, and utilizes opinions of both graduates and their supervisors. (Author)

ED 092 184 JC 740 176

Opacinch, Cheryl

Follow-Up Study of Entrants, Fall 1966—Spring 1969. Chapter 4, Presentation of Results of the Study.

Catonsville Community Coll., Md.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date [74]

Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Career Education, *College Environment, *Community Colleges, *Curriculum Evaluation, Job Satisfaction, Program Effectiveness, *Relevance (Education), *Vocational Education

This study departs from the usual follow-up study in these ways. First, the study was directed not just toward determining what former students were now doing, but their satisfaction with experiences at Catonsville Community College (CCC). Second, students were asked to indicate their satisfaction with various experiences they had had at CCC. These included the college environment; college services; courses taken in four areas: social sciences, humanities, natural sciences, and career vocational and professional courses; development in the affective domain; and job satisfaction, if they were employed. Third, these and other scales which were developed for this study were subjected to reliability analysis based on a stratified random sample. On request, a complete copy of the follow-up study will be loaned from the Office of Institutional Research. However, the chapter presented is the essence of the study—the student response. (Author)

ED 092 185 JC 740 177

Opacinch, Cheryl And Others

Research in Instructional Methods. Catonsville Community Coll., Md.

Pub Date [74]

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Audiovisual Instruction, Biology Instruction, Classroom Research, Classroom Techniques, *Community Colleges, *Educational Research, *Experimental Teaching, Junior Colleges, *Teaching Methods

A basic biology course, Fundamentals of Biology, was used as a sample course with which to measure the effectiveness of a multidisciplinary approach using three different teaching modes: audio-tutorial, a local public broadcasting station's television presentation, and a straight lecture presentation. The results and rationale of the experiment are discussed. (SGM)

ED 092 186 JC 740 178

Ratcliff, James L.

Job Development: What It Is and How to Do It. A Report of the National Dissemination Project for Post-Secondary Education.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date Jun 74

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Career Education, *Community Colleges, Curriculum Development, Disadvantaged Youth, Information Dissemination, *Job Development, Minority Groups, *Occupational Guidance, Post Secondary Education, *Program Development, Skill Development, Technical Reports

Identifiers—*National Dissemination Project

Prepared as part of the National Dissemination Project to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students, this paper focuses on the job development concept. Career education deals with all three domains of learning—cognitive, affective, and psychomotor; job development deals with the individual application of these cognitive, affective and psychomotor skills to a specific occupation. The job development concept implies occupational mobility, and it entails career education as a process in which job development is an intermediary stage. Job development also calls for the coordinated efforts of school guidance and school instructional personnel. Occupational information should be included in the regular curricula. An open-ended curriculum allows for novel combinations of courses, leading to occupational training not otherwise possible. Program development begins with the identification of the specific problem, followed by the design of a suitable program. Implementation of a well-designed program includes ongoing measurement of the program's progress and an overall appraisal of the total process of the program. The difficulty of planning, designing, and implementing a job development pro-

gram varies with the degree of the college's commitment to the concept. (DB)

ED 092 187 JC 740 179
Marchbanks, Janice B.

Recruiting: The Problem of Attrition. A Report of the National Dissemination Project for Post-Secondary Education.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date Jun 74

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—College Role, *Community Colleges, *Disadvantaged Youth, Dropout Prevention, Information Dissemination, Minority Groups, *Need Gratification, *Outreach Programs, Post Secondary Education, Program Development, *School Holding Power, Technical Reports

Identifiers—*National Dissemination Project
Prepared for the National Dissemination Project to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students, this report discusses outreach and inreach programs. The three purposes of the paper are to: (1) describe the outreach function of recruiting high-risk minority, and disadvantaged students; (2) assess specific problems that produce attrition among these students; and (3) examine inreach programs designed to alleviate the attrition problem. The paper concludes with recommendations for developing inreach and outreach programs to provide educational opportunity for high-risk students. (DB)

ED 092 188 JC 740 180
Fahrer, Robert F. Michelich, Joanna K.

Planning AA/BA Articulation. A Report of the National Dissemination Project for Post-Secondary Education.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date Jun 74

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Admission Criteria, College Curriculum, *Colleges, *Community Colleges, *Curriculum Problems, Educational Policy, Higher Education, Information Dissemination, Post Secondary Education, State Action, Technical Reports, *Transfer Programs

Identifiers—*National Dissemination Project
Prepared for the National Dissemination Project to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students, this report addresses itself to the problem of community college articulation. Three problem areas of the articulation activities are: the student himself, curriculum and instruction, and student personnel services. Within the framework of curriculum and instruction are three key elements: admissions, evaluation of transfer courses, and curriculum planning. Because AA/BA articulation is a process that is dependent for success on attitudes held by participants, the most effective articulation program is largely a result of carefully developed partnership by the major participants: high schools, community colleges, and senior colleges. (DB)

ED 092 189 JC 740 181
Puig-Casauranc, Maria del Carmen

Remedial Programs: Are They the Panacea or the Problem? A Report of the National Dissemination Project for Post-Secondary Education.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date Jun 74

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Ancillary Services, *Community Colleges, Counseling Services, Curriculum Development, *Group Instruction, *Instructional Innovation, Paraprofessional School Personnel, Post Secondary Education, Program Development, Staff Improvement, *Student Centered Curriculum, Student Loan Programs, *Team Teaching, Technical Reports

Identifiers—*National Dissemination Project

The Mastery Education concept is a new approach to providing special help for students who need it in the community college, as well as providing new and innovative experiences for all the students. Using this concept, there would be no special classes with special teachers, but rather all students in all classes would be carried to their highest level of competence. This approach necessitates new staffing practices, curriculum, instructional options, and supportive services. New opportunities can be afforded to all students when a community college adopts the block-type, vertical-team approach. (DB)

ED 092 190 JC 740 182
Shaw, Morley W.

Philosophy and Methodologies for the Evaluation of Innovative and Nontraditional Programs. A Report of the National Dissemination Project for Post-Secondary Education.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date Jun 74

Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Innovation, *Evaluation Methods, Information Dissemination, *Instructional Innovation, *Measurement Instruments, Models, Post Secondary Education, *Program Evaluation, Questionnaires, Technical Reports

Identifiers—*National Dissemination Project
The focus of this paper is on innovative evaluation, evaluation methodologies, and the development of evaluative instruments. Innovative evaluation is discussed as related to comprehensive evaluation, general evaluation with special emphasis, problems in comprehensive and general evaluations, and five components of an assessment model (accessibility, flexibility, personalization, synthesis, and efficacy of resources). Four models that may be applied in the evaluation of innovative and nontraditional programs are discussed; these models are: Competency-Based Evaluation, Self-Evaluation, Systems Analytic Evaluation, and Fortune/Hutchinson Methodology of Educational Evaluation. The development of evaluative instruments is presented as to guidelines, and examples of instruments are given. An appendix provides a copy of a Faculty Acceptance of Innovation questionnaire, an Occupational Status of Former Occupational Students questionnaire, and two handscoring forms. A list of references is included. (DB)

ED 092 191 JC 740 183
KOCE-TV Needs-Assessment Surveys. Communications Pattern Survey.

Coast Community Coll. District, Costa Mesa, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Pub Date Feb 74

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Communications, *Community Colleges, *Community Surveys, Data Collection, *Institutional Research, Mass Media, Post Secondary Education, *Questionnaires, Tables (Data), Technical Reports, *Television Research

The results are presented of a survey made to determine the communication patterns by which the area population learned of KOCE (a public UHF television station of the Coast Community College District) during its first year of operation, and how active viewers of the TV station perceived it in terms of desirable and actual service. The survey was accomplished by use of a 20-item mail questionnaire, a copy of which is provided. The survey data are presented in 21 tables, and findings are discussed. (DB)

ED 092 192 JC 740 184
Lombardi, John

The Next Ten Years.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 18 Apr 74

Note—16p.; Paper presented at Spring Seminar Program of the Association of Community College Trustees (Anaheim, California, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrative Policy, Collective Bargaining, *College Role, *Community Colleges, *Educational Change, *Educational Planning, Higher Education, Post Secondary Education, Speeches

Major changes that have contributed to the evolution of today's community college from the junior college of the 1930's and 1940's are outlined, and the probable direction such colleges will follow during the next 5 to 10 years is pointed out. The discussions center around the colleges and the students, functions, student services, teaching/learning revolution, enlarging the campus limits, teaching assistants, expansion of administration, multiplication of State boards, finances, new priorities, tuition, collective bargaining, and reaffirmation of the goal of universal higher education. Conclusions are summarized. (DB)

ED 092 193 JC 740 185
Project Med-Vet.

El Centro Coll., Dallas, Tex.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.

Pub Date 1 Feb 74

Note—88p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Career Education, *Community Colleges, *Continuation Education, Health Occupations, *Nurses, Professional Education, *Veterans Education, Vocational Retraining

Identifiers—*Project Med Vet
The purpose of the project analyzed in this document was to initiate, develop, implement, and evaluate a curriculum within its program of Association Degree (A.D.) nursing for veterans with past training. The analysis of this project is discussed in the following chapters: (1) general (stating rationale, purpose, etc.); (2) comparison of corpsman training and A.D. nursing; (3) evaluation design and curriculum adaptation; (4) implementation of project recruitment; (5) followup; (6) followup survey by employers and State board examinations; and (7) conclusions and future directions. (Author/SGM)

ED 092 194 JC 740 186
Jacobs, Karl J.

Politics of Collective Bargaining.

Pub Date Feb 74

Note—49p.; Paper presented to Trustee Workshop sponsored by Ill. Community Coll. Trustee Assn. and the Governance Committee and Ill. Council of Public and Community Coll. Presidents (St. Charles, Ill., February 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Collective Bargaining, Employer Employee Relationship, *Governing Boards, Speeches, *Teachers, *Unions

The opinion of the author as a college trustee who has been involved in collective bargaining is presented in this speech on the problems of collective bargaining. (SGM)

ED 092 195 JC 740 187
Schoen, Walter T., Jr.

Student Reactions to College.

Pub Date Jun 74

Note—12p.; Address presented by Jonathan R. Warren at the International Institute on the Community College (5th, Sarnia, Ontario, June 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Community Colleges, Questionnaires, *Relevance (Education), Speeches, *Student College Relationship, *Student Reaction, *Student Teacher Relationship

Identifiers—SRC, *Student Reactions to College
During the spring of 1972, Educational Testing Service joined with the California State Legislature's Joint Committee on the Master Plan for Higher Education to engage in a study of 116 California State institutions, of which 69 were public community colleges. One purpose was to study the goals of the institutions. Using the IGI-Institutional Goals Inventory—students, faculty members, and administrators were asked to respond to a series of statements concerning "what is" and "what should be" the goals of these colleges. The results are summarized in this speech, which also includes a rationale for the study and a brief statistical history of the growth

of community colleges since 1900.
(Author/SGM)

ED 092 196 JC 740 188

Harlacher, Ervin L.
The Community-Based, Performance-Oriented Community College.

Pub Date 13 Jun 74
Note—15p.; Paper presented at the International Institute on the Community College (5th, Sarnia, Ontario, June 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Community, Community Benefits, *Community Colleges, *Community Cooperation, Community Support, *Educational Accountability, *Performance Criteria, *School Community Cooperation, Speeches

Identifiers—Community Based Community College, *Community Renewal College

The author suggests three ways which, when considered together, provide an operational definition of the community-based, performance-oriented community college. The first way is through expanded access to further education; the second, creation of a community renewal college; and the third is through a new definition of the teaching/learning act—competency-based learning systems. (Author)

ED 092 197 JC 740 189

Sampson, James P., Jr.
Community College Program for High Ability Students.

Pub Date 28 May 74

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Ability, *Community Colleges, *High Achievers, *Honors Curriculum, *Junior College Students, Students, Undergraduate Study

Various honors programs designed to stimulate the intellectual efforts of high ability students in community colleges are described. Among the programs described are: the College Level Examination Program (CLEP), which demonstrates previous educational achievements by providing a comprehensive measure of five basic areas: English, natural sciences, humanities, mathematics, and social sciences/history; the St. Petersburg Community College honors program; and the individual study program for high ability students. (SGM)

ED 092 198 JC 740 190

Elliott, William D. Montgomery, Richard J.
The Integration of Audiotutorial Minicourses with the Conventional Biology Lecture and Laboratory.

Pub Date 74

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Audiovisual Instruction, *Biology, *Biology Instruction, *Community Colleges, Conventional Instruction, Natural Sciences, Science Instruction, Short Courses

Identifiers—*Audiotutorial Minicourses
The rationale for, and use and effect of, audiotutorial minicourses in teaching basic biology are discussed. Statistical analyses of data from an evaluation questionnaire that was given the students at Hagerstown (Maryland) Junior College is presented. (SGM)

ED 092 199 JC 740 191

Delgrosso, George M., Ed. Allan, George B., Ed.
Education in Transition—Search for a New Balance. Proceedings, Fourth Annual International Institute on the Community College, June 11-14, 1973, Lambton College, Sarnia, Ontario, Canada.

American Association of Community and Junior Colleges, Washington, D.C.; Association of Canadian Community Colleges.

Pub Date 74

Note—304p.; Institute was co-sponsored by Lambton College of Applied Arts and Technology and St. Clair County Community College, Port Huron, Michigan

EDRS Price MF-\$0.75 HC-\$15.00 PLUS

POSTAGE

Descriptors—*Community Colleges, *Conference Reports, *Educational Change, Educational Innovation, Educational Trends, Institutes (Training Programs)

Identifiers—*International Institute on the Community College

The papers in this volume are: Learning to Be; Staff Development for Student Development; A Humanistic Approach to Educational Management; Inservice Education, A Total Staff Involvement; Community Colleges as Political Institutions; Student Development—Where Are We Going; Of Time and Modules—The Organization of Instruction; Measuring Student Perception of the Instructional Process; Using Group Dynamics to Improve Instruction; Teaching English and Humanities in a New Setting; The Implications of an Open Curriculum for the Community College; Staff Development—Who Is Learning What; Organizational Development in the Community Colleges—From Rhetoric to Reality; Career Development for the Student in the Community College; How to Avoid Mistakes in Individual Paced Instruction; A Goal-Oriented Individualized Delivery System Based on a Career Cluster Model; An Experiment in Change—Burlington County College; and An Alternative System of Higher Education in Illinois. (Author)

ED 092 200 JC 740 192

The Many Doors of the Community College: A Project Summary.

Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.

Pub Date Apr 74

Note—27p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Community Colleges, Educationally Disadvantaged, Educational Opportunities, *Equal Education, Ethnic Groups, *Minority Groups, *Negro Education, Negroes, *Open Enrollment

This report marks the conclusion of a special project supported by the Carnegie Corporation as an integral part of the Southern Regional Education Board's (SREB) commitment to provide full opportunity for blacks in postsecondary education. The summary report includes a brief account of a writing conference which dealt with seven questions: (1) What techniques have proved to be effective in improving recruiting of blacks into the community college; (2) Planning and establishing programs of academic assistance; (3) Characteristics of counseling programs; (4) Campus Attitudes; (5) Relationships between the community college and senior colleges in the State; (6) What followup programs the community college should provide which will assist its black graduates after they leave; and (7) What relationships the community college must develop with the community. Other sections of the report include an analysis of an attitudinal study, descriptions of black administrators in community colleges and "career technician" counselors, and a discussion of democracy and diversity. (Author/SGM)

ED 092 201 JC 740 193

Parsons, Michael H.
Staff Development: A Gestalt Paradigm.

Pub Date 15 May 74

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Community Colleges, Manpower Utilization, *Staff Improvement, Staff Role, *Teacher Education, Teacher Improvement, *Teacher Role

Hagerstown Junior College, Maryland, has had a staff development program for the past five years. The major components have been evaluated, revised, and integrated into a gestalt paradigm—a total institutional thrust designed to insure that the goals of the college meet the challenges presented by the service area. Each component exists to foster specific objectives designed to implement institutional goals. The components are examined in this report. (Author/SGM)

ED 092 202 JC 740 194

Mariorana, S. V.
State-Level Planning for Community Colleges: Are the 1202 Commissions a Centripetal or Centrifugal Force in Postsecondary Education? Essays on Education, No. 4.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date Jan 74

Note—19p.

Available from—ACT Publications, P.O. Box 168, Iowa 52240 (single copy \$1.10, 10 or more copies \$0.50 each)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Community Colleges, Data Analysis, Data Collection, *Federal Legislation, Higher Education, Information Processing, *Junior Colleges, *Post Secondary Education, *Statewide Planning, Technical Reports

In this essay, discussions are presented of the current setting within which statewide planning for community/junior colleges is operating, the "impact" of the "1202 Commissions" proposed in the Federal Higher Education Amendments of 1972 (P.L. 92-318), simultaneous related special interests in information, and salient implications for community/junior college education. In relation to the current condition in the U.S., five observations are made: (1) the colleges and universities are on the defensive; (2) there is an intensifying interest in "accountability" of higher education; (3) there is a redefinition of the educational enterprise to recognize the validity of the concept of "postsecondary education" as opposed to "higher education"; (4) the assumptions on which long range planning for postsecondary education is now being projected are changing; and (5) more attention is being given to the needs for adequate information and data for decision making and planning. The "1202 Commission" proposals—the designation of a commission to represent broadly all postsecondary agencies and institutions in each State and to be responsible for developing a comprehensive plan for the State—have had a large impact even in face of a stop action from Washington. Conclusions are drawn, and recommendations are made. (DB)

ED 092 203 JC 740 195

Alworth, Robert M.
Enrollment and Attendance: 1964-1974. Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Report No.—RR-74-04

Pub Date May 74

Note—116p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Attendance Patterns, *Community Colleges, Comparative Analysis, *Enrollment Rate, Ethnic Groups, *Institutional Research, Post Secondary Education, Statistical Data, Tables (Data), Technical Reports

This publication provides historical data on enrollment, weekly student contact hours, and average daily attendance for the district and for each college in the district. Detailed enrollment data (by student category and also by ethnic group) are provided for the 1972-73 and 1973-74 academic years. Ten-year trends are available for less detailed enrollment information and also for average daily attendance. Five-year trends are presented for weekly student contact years and for weekly student contact hours per student. Total district enrollment has grown 59.3% since fall 1964. In regard to weekly student contact hours, the average weekly load per day student has decreased during the last five years from 15.80 hours in fall 1969 to 13.48 hours in fall 1973. The average load per evening student has increased during the same period from 6.76 to 8.39 hours. Total district average daily attendance has increased 65.2% during the last 10 years to a total of 64,982 in fall 1973. Average daily attendance generated by day students comprised 74.8% of this total, while ADA generated by other-than-adult students comprised 84.3%. (Author/DB)

ED 092 204 JC 740 196

Oastler, John L.
Putting the Electronics Curriculum to the Test.

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*College Curriculum, College Teachers, *Community Colleges, *Curriculum Evaluation, *Electronics, Graduate Surveys, Industrial Personnel, *Institutional Research, Interviews, Post Secondary Education, Questionnaires, School Industry Relationship, Statistical Data, Surveys

Identifiers—*College of DuPage

Using both the interview and questionnaire methods, a survey was made concerning the electronics curriculum at the College of DuPage. In

addition to institutional objectives related to the survey, other aims of the study were to develop an instrument to determine the professional's concept of a highly trained graduate, to determine whether there existed instructional material seen as important in the curriculum by business, educator, and graduate groups, and to provide data as to improvements in the curriculum suggested by other educators and business people. Interviews were conducted prior to mailing the questionnaire to employers, graduates of the program since 1970, and instructors. Results of the study showed that the instrument did enable recommendations to be made related to the data obtained. A common core of subject matter was determined. The relative evaluations of the three groups surveyed showed no significant discrepancies; there was, however, some difference in the individual item evaluations, with graduates and employers being in close agreement as to what is important in the curriculum. Appendices provide the Statistical Questionnaire, Comments by Respondents, Rank Order of All Respondents, Rank Order of Instructor Responses, Rank Order of Employer Responses, and Rank Order of Graduate Responses. (DB)

ED 092 205 JC 740 197

Frederick, Robert W., Jr.
Presidents—Trustees and the Comprehensive Two-Year College.

New York State Education Dept., Albany. Office of Occupational Education; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.
Report No.—RP-73-2

Pub Date Apr 73

Note—84p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Administrator Attitudes, Administrator Characteristics, *Administrator Education, *Administrator Responsibility, *College Administration, *Community Colleges, *Trustees

The four general areas of study undertaken by the author are described in this report. The areas of study were, first, an attempt to ascertain whether there was a perceived need for presidents and trustees for orientation and inservice education programs for trustees; second, an investigation of the understandings or misunderstandings which may occur between the president and his board regarding the mission of a comprehensive community college; third, an ascertainment of whether the presidents and trustees felt there were successful techniques and procedures to orient and educate board members; and, fourth, an effort to ascertain whether State, university, or other organizational efforts might be deemed appropriate in the formulation of programs to educate boards. (Author/SGM)

ED 092 206 JC 740 198

Development of EOPS Data Collecting and Transmittal Forms for Statewide Use.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Jun 74

Note—47p.; OEPS Special Project No. 73-101

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Community Colleges, *Data Collection, *Data Processing, Economic Opportunities

Identifiers—*Economic Opportunities Programs and Services, EOPS

The Research Office of American River College, Los Rios Community College District in Sacramento was asked by the Chancellor's Office to develop a common form, or forms, to be used by the community colleges in the State awarded Economic Opportunity Programs and Services (EOPS) grants. This report is a description of that project and contains the objectives, procedures, results, and recommendations. The results are: EOPS Form #1-Student Data; EOPS #2-Student Data; EOPS #3-Institutional Data; and EOPS Application and Questionnaire. (Author/SGM)

ED 092 207 JC 740 199

Davis, June H.

The New Learners and the Community College. A Report of the National Dissemination Project for Post-Secondary Education.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date Jun 74

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Community Colleges, *Disadvantaged Youth, Educational Equality, *Educationally Disadvantaged, *Minority Groups

This report was prepared to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students through planning. It is the result of a national poll conducted by the project to identify the topics on which most respondents indicated a need for further information. Response to the poll was sufficiently large to indicate that there are certain "key" concerns felt by community college persons across the U.S. These concerns will be discussed in individual reports, which, it is hoped, will provide the kinds of information that will be of help to those requesting it. (Author/SGM)

ED 092 208 JC 740 200

Dyate, Ron Segovia And Others

The New Directions Program at Los Angeles City College: A Systems Approach to Human and Community Development. A Report of the National Dissemination Project for Post-Secondary Education.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date Jun 74

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*College Planning, *Community Colleges, *Community Development, *Community Services, Management, Planning, Resources

The Los Angeles City College program reviewed in this report provides, not merely a description of the services that can be provided by community colleges to their target populations, but a system for organizing these services in a meaningful fashion to make optimal use of college resources. It is a useful case study in management and may provide ideas and insights for planners of community services. (Author)

ED 092 209 JC 740 201

Huff, Roland And Others

Training English Teachers for Texas Community Colleges.

Texas Univ., Austin. Dept. of English.

Pub Date 74

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Community Colleges, *English, Junior Colleges, *Teacher Education, *Teacher Educators

Identifiers—*English Teachers

The authors were commissioned to study the nature of the training programs for two-year college English teachers, the feasibility of establishing such a program at the University of Texas, Austin, and the likelihood of placing graduates of such a program. The essential question of the study was considered to be what the leaders of Texas community colleges want and need in a teacher training program. This document is a report of the results of the study and an answer to the question. (Author/SGM)

ED 092 210 JC 740 202

Shaw, William F.

The Role of the Academic Dean.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TP-42

Pub Date Jul 74

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Administrator Responsibility, *Administrator Role, *College Deans, *Community Colleges

This is not a highly-researched, well-validated study of the role of the academic dean. It is the impressions and ideas of one dean of seven years' experience. (Author)

ED 092 211 JC 740 203

Hopkins, Keith W.

Rationale and Directions for Student Personnel Services in the Community College.

Pub Date 74

Note—15p.; Seminar paper. University of Florida.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Community Colleges, Counseling Services, Employment Services, Guidance Services, Student Characteristics, Student Personnel Programs, *Student Personnel Services, Student Placement, *Students

The purposes of this study were: (1) to attempt to identify the characteristics of community college students and to recognize the implications for student personnel services; (2) to delineate the functions of student personnel services; and (3) to describe the characteristics and training needed by student personnel workers. (Author/SGM)

PS

ED 092 212 PS 006 829

Lickona, Thomas

An Open, Person-Centered Approach to Performance-Based Teacher Education.

State Univ. of New York, Cortland. Coll. at Cortland.

Pub Date Apr 73

Note—12p.; Adapted from remarks presented at the Conference on Performance-Based Teacher Education (April, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Early Childhood Education, *Evaluation Criteria, *Objectives, *Performance Based Teacher Education, Practicums, School Community Relationship, Self Concept, State Colleges, *Teacher Education, Teacher Education Curriculum
Identifiers—Cortland, New York

This paper discusses the philosophy, objectives, and evaluation criteria of a competency-based teacher education program in early childhood education. The program was established in the belief that a good teacher education program should develop a new view of what the schools are for, a new sense of personal worth and personal control in the teacher, and a new vision of a more humane society. The course work in this early childhood teacher education program is defined by the following features: students direct their own learning; courses are practicum-centered, performance-based, and developmental; and the classroom supports the development of teachers who are open to change in themselves and others. Built into the teacher education model is a support system for teachers in the community consisting of graduate fellows in the program who teach part time in their home schools. Program evaluation consists of regular feedback from staff and students, comparative evaluation of the new teacher education courses as compared with more traditional courses and use of an Open Classroom Observation Inventory designed to document the degree of openness in a teacher's classroom. (CS)

ED 092 213 PS 006 851

[Michigan Council of Cooperative Nurseries Notebook.]

Michigan Council of Cooperative Nurseries, Jackson.

Pub Date [73]

Note—161p.; For related document, see PS 006

866

Available from—Mrs. Robert L. Harnishfeger, 4223 Donnelly Road, Jackson, MI 49201

(Complete MCCN Looseleaf Notebook, \$9.80)

Document Not Available from EDRS.

Descriptors—*Administrative Organization, Certification, *Cooperative Programs, *Day Care Services, *Information Dissemination, *Objectives, Parent Education, Program Evaluation, Program Improvement, Program Planning

Identifiers—*Michigan Council of Cooperative Nurseries

The Michigan Council of Cooperative Nurseries (MCCN) is a corporation established with the following purposes: (1) correlate the work of the cooperative nursery groups in Michigan, (2) assist new cooperative groups, (3) upgrade day

care standards, (4) encourage ongoing program evaluation in day care, and (5) sensitize families and communities to the needs of the young child. This document provides comprehensive information on the organization itself and includes copies of MCCN publications. The bulletins presented in the document concern the MCCN Constitution, Structure and Aims, Information Regarding the Renewal of a Michigan License, and MCCN Membership Application. In addition, 39 issues of "Guidesposts" focus on topics such as programming, administrative concerns of early childhood centers, and parent education. PS 006 866 is another MCCN document, which discusses materials for nursery school teachers. (DP)

ED 092 214 PS 006 866

McCaig, Virginia, Ed.

Materials for Nursery School Teachers.

Michigan Council of Cooperative Nurseries, Jackson.

Pub Date [73]

Note—71p; For related document, see PS 006 851

Available from—MCCN Publications, 4223 Donnelly Road, Jackson, MI 49201 (\$3.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Early Childhood Education, *Educational Games, *Guides, *Instructional Materials, *Learning Activities

This document is a collection of resources to assist nursery school teachers in the implementation of already developed programs. Part I lists relevant source materials, including books, book guides, recordings, song sheets, games and equipment. Instructions and verses for finger plays and games are given. Part II suggests activities appropriate for young children that can be used for instruction in various subject areas. (DP)

ED 092 215 PS 006 873

Project Patrol: Evaluation (Second Operational Year) and Proposal for Continuation Grant (Third Operational Year).

Cooperative Educational Service Agency 3, Gillett, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—90p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Behavior Change, Child Development, Community Programs, *Group Dynamics, Models, Objectives, Parent Attitudes, Parent Child Relationship, *Parent Education, Parent Participation, Preschool Learning, *Preschool Programs, *Program Descriptions, Self Concept

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project Patrol

Project Patrol is an experimental approach to pre-school education involving a parent training program, based on the techniques of behavior modification. This report includes the rationale, the analysis of main objectives, and the administrative organization of the project at the completion of its second year in operation. Project Patrol is based on three interrelated theories: (1) the concept of identification as a source of motivation in academic and behavioral pursuits, (2) the social identity of the group as providing a psychological support and framework for individual behavior modification, and (3) the development of groups (parents with like characteristics) according to the tone of the community rather than a forced plan. To help parents learn about child development, the various parent groups are asked to complete eight sessions in any two of the following areas: Learning Experiences, Self Concept, Social Skills, Developmental Environment, and Stimulation. While the main thrust of the project deals with curriculum for the participants, emphasis is also given to the building of cohesive groups through the token reward system. Objectives for the third operational year of Project Patrol, outlined in this report, include the evaluation of Patrol children in kindergarten and the consolidation of the project into a replicable model for use in other areas. (CS)

ED 092 216 PS 006 999

Mood, Darlene Johnson, James

Young Children's Understanding of the Affective States of Others: Empathy or Cognitive Awareness?

Wayne State Univ., Detroit, Mich. Center for the Study of Cognitive Processes.

Pub Date Jul 73

Note—24p; Studies in Intellectual Development TR Series, #4

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Affective Behavior, Age Differences, Behavior Patterns, Cognitive Processes, *Empathy, Peer Relationship, *Preschool Children, *Self Concept, Self Concept Tests, Sex Differences, *Social Development

The present study attempted to operationalize the constructs of empathy and egocentrism and contrast them with a cognitive explanation of the behavior of children on a task which required "S" to identify the affective state of himself and of others. Forty "Ss," aged 3-5, were presented a series of 23 stories describing an event which had occurred to a same-sex child (O). "S" was asked to indicate "how O felt" by pointing to one of five faces which "S" had previously identified as Happy, Sad, Afraid, Mad, and Neutral. With each stimulus story, "S" was also asked to show how he felt. A counterbalanced design was employed in which half the "Ss" were questioned regarding their own affective state prior to indicating how O felt, while the remaining "Ss" responded to O's affective state first. Order of questioning had no effect on "Ss" responses. Results indicate that: (a) young children are capable of correctly identifying the affective states of others (57 percent); (b) their self-responses are generally unrelated to their O-responses (69 percent); (c) "Ss" typically described themselves as Happy (67 percent) regardless of the emotion described in the stimulus; and (d) errors tend to be random, i.e. unrelated to either the particular affective state described in the story or to their S-response (80 percent). Neither empathy nor egocentrism account for "Ss" performance on this task; rather, "Ss" appear to have a cognitive understanding of O's affective state. (Author/CS)

ED 092 217 PS 007 230

Hermann, Alice Komlosi, Sándor

Early Child Care in Hungary.

Pub Date 72

Note—123p.

Available from—Gordon and Breach Science Publishers, Inc., 241 Taft Place, Brooklyn, New York 11205 (\$8.25)

Document Not Available from EDRS.

Descriptors—*Child Care, Child Rearing, *Comparative Education, *Early Childhood Education, Educational Objectives, *Educational Philosophy, Educational Planning, Family Influence, Family School Relationship, Preschool Curriculum, *Program Descriptions, Socialization, Social Problems, Values, Working Women

Identifiers—*Hungary

The theoretical conceptions of the child and the socialization processes involved in a socialist pedagogical theory are described in this monograph on early child care in Hungary. In emphasizing the partnership between family and state in the care of the young child, this book traces the central role played by government planning in the midst of social change brought on by urbanization and industrialization. (CS)

ED 092 218 95 PS 007 232

Breivogel, W. F. And Others

Training of Teachers, Parent Educators, PAC, Administrators, in Florida Parent Education Follow Through Model. Final Report.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 73

Grant—OEG-0-70-1817(725)

Note—295p.

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—Educational Objectives, Educational Strategies, *Instructional Materials, Interviews, Parent Education, *Program Costs, *Program Descriptions, Program Design, Records (Forms), Summer Workshops, *Teaching Methods, *Training

Identifiers—Education Professions Development Act, EPDA, Florida Model, *Project Follow Through

This is a report of an EPDA sponsored project which trained program directors, administrators, teachers, parent educators, Policy Advisory Committee chairmen and parents, as well as other key staff members to implement the Florida Parent Education Follow Through Model. There are two major parts (VI and VII) to this report. The first part describes the summer training programs from 1969 through 1972. The second part describes the academic year project in Alachua County. The Alachua County project served as a site for the development and testing of training procedures and materials for 20 parent educators being trained in the local school system. Trainees and visitors could also observe the day to day implementation of the Florida Training Model. The training methods and materials which were developed and used in this project are discussed in detail. (Author/CS)

ED 092 219 PS 007 247

Ennis, Doris R. Webster, Murray, Jr.

Middle-Class and Lower-Class Children: Expectations in First Grade.

Pub Date Apr 74

Note—4p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, Arithmetic, *Elementary School Students, *Expectation, Grade 1, *Grade Prediction, Lower Class, Middle Class, Racial Differences, Reading Ability, *Self Evaluation, Social Differences

A study was conducted of how children's expectations for their own school performance develop over their first-grade year and what factors influence these expectations. Expectations for performance in reading and arithmetic were studied. Both middle class and lower class (black and white) children have higher expectations than their subsequent marks warrant, but the discrepancy is much greater for lower class children. These expectations are remarkably resistant to change over the first-grade year, but the limited evidence now available suggests that expectations are modified to conform with marks rather than the reverse. (Author/CS)

ED 092 220 PS 007 271

Fun in the Making.

Children's Bureau (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OCD-73-31

Pub Date 73

Note—31p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (DHEW Publication No. (OCD) 73-31)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Children's Games, *Early Childhood, *Educational Games, *Learning Activities, Motor Development, Parent Education, Play, *Toys

This illustrated booklet contains some ideas for making young children's toys and games which are simple and fun to make. The activities encourage the child to learn and practice specific skills such as counting, verbal expression, coordinating hand and eye movements, and help children learn to recognize colors, shapes, and sizes of objects. The special feature of these toys and games is that they can all be made from throw away materials, usually found in the home. (CS)

ED 092 221 PS 007 282

Robison, Helen F. And Others

Project CHILD.

Center for Urban Education, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 70

Note—113p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Auditory Discrimination, *Compensatory Education Programs, *Curriculum Development, *Disadvantaged Youth, Educational Change, Intervention, Language Development, Play, *Preschool Curriculum, *Program Descriptions, Teacher Behavior,

Teacher Education, Teaching Methods, Teaching Quality

This document described Project CHILD, a program of educational change and curriculum development for disadvantaged prekindergarten and kindergarten children. The historical part of this report indicates that the project began in 1966 with a small-scale study of teacher behavior and children's responses in a few classrooms in a Harlem school district. This study led to the development of a research instrument and suggested the overwhelming need for program improvement. In 1966-'67 the curriculum was compiled in rough form and implemented on a very limited basis. Data from this period focuses on language development, a major emphasis of the curriculum. 1967-'68 was a year of broadening the implementation effort, as four teachers used the program with in-depth training. The curriculum was revised during this year, as it became a 2-year intervention approach. The field study was backed up by much data collection, including a detailed project to determine intervention effects on auditory discrimination. By 1968-'69 the program had developed a comprehensive curriculum package, and the report focuses on problems encountered in changing teachers' methods and attitudes. A content analysis of the curriculum discusses internal inconsistencies on theoretical issues, language arts training, views of play, teaching strategies, motor development, and behavioral objectives. Appendix A is an independent assessment of the curriculum, Appendix B describes the goals, procedures, and history of the parent project, and Appendix C is a description of the curriculum prepared for an educational conference. (DP)

ED 092 222 PS 007 293

Dreitzel, Hans Peter, Ed.

Childhood and Socialization. Recent Sociology No.

5.

Pub Date 73

Note—378p.

Available from—Collier Books, 866 Third Avenue, New York, New York 10022 (\$2.95)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Child Development, Child Rearing, Collective Settlements, *Early Childhood, *Educational Sociology, Educational Television, *Family (Sociological Unit), Family Environment, Interaction Process Analysis, Models, School Role, *Social Development, *Socialization, Violence

This collection of essays on socialization theory and research attempts to illustrate a new tendency to see socialization as an interaction process which involves the child as an active partner, rather than as a process by which a child is manipulated. The 13 essays are divided into four categories: (1) Alternate Approaches to Socialization Theory; (2) The Impact of the Family: Nuclear Versus Communal; (3) The Impact of the School: Traditional and Beyond; and (4) New Approaches to Socialization Research. (CS)

ED 092 223 PS 007 296

Griffin, Al

How to Start and Operate a Day Care Home.

Pub Date 73

Note—233p.

Available from—Henry Regnery Company, Publishers, 114 West Illinois Street, Chicago, IL 60610 (Hardcover edition, \$7.95; Paperback edition, \$3.45)

Document Not Available from EDRS.

Descriptors—Child Care Occupations, *Day Care Services, *Early Childhood, *Family Environment, Family Income, *Parent School Relationship, Preschool Children, Program Costs, *Program Design

This book includes information on licensing, regulations, zoning, equipment and toys, daily schedules, meals and nutrition, naps and rest periods, parental relationships, problem children, advertising and promotion, and financing and bookkeeping. A bibliography on aspects of child care is included, as well as a list of the addresses of all state licensing agencies. (SBT)

ED 092 224 PS 007 297

Montessori, Maria

Childhood Education.

Pub Date 74

Note—137p.

Available from—Henry Regnery Company, 114 W. Illinois Street, Chicago, Illinois 60610 (\$5.95)

Document Not Available from EDRS.

Descriptors—Child Development, *Developmental Psychology, *Early Childhood Education, Educational Objectives, *Educational Philosophy, *Educational Theories, Futures (of Society), Illiteracy, *Program Descriptions, Values

Identifiers—*Montessori Method

This book presents a description of the origins, difficulties, achievements, and contemporary applications of the Montessori method. (CS)

ED 092 225 PS 007 301

Home Start Evaluation Study. Interim Case Studies IIB.

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OS-72-127

Pub Date 72

Note—360p.; For other reports in this study, see ED 069 439 - ED 069 441, PS 007 273, PS 007 300 - PS 007 305

EDRS Price MF-\$0.75 HC-\$17.40 PLUS

POSTAGE

Descriptors—*Administrative Organization, *Case Studies, Federal Programs, Health Services, *Home Visits, Instructional Staff, Intervention, Objectives, Parent Participation, *Preschool Programs, Program Descriptions, *Program Evaluation, Records (Forms), Social Services, Training

Identifiers—*Project Home Start

The eight interim case study summaries included in this booklet are part of "Report II" of the "Home Start Evaluation Study." Each case study was developed after field visits to each of the demonstration programs by case study workers from the evaluation agencies. The summaries are divided into six areas: (1) a statistical description of the program site, (2) progress report, (3) administration and staff training, (4) parent participation, (5) family needs and program services, and (6) appendices with sample Project Home Start record forms. An effort has been made by the field staff in these reports to specifically describe the working relationship between program goals and objectives as developed by each local unit, compared with the services actually provided to families. (CS)

ED 092 226 PS 007 302

Fellenz, Peter And Others

Home Start Evaluation Study. Interim Report III: Program Analysis.

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OS-72-127

Pub Date 30 Aug 73

Note—199p.; For other reports in this study, see ED 069 439 - ED 069 441, PS 007 273, PS 007 300 - PS 007 305

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

POSTAGE

Descriptors—Administrative Organization, *Cost Effectiveness, Data Analysis, Expenditures, Federal Programs, *Home Visits, Objectives, Observation, Parent Participation, *Preschool Programs, *Program Effectiveness, *Program Evaluation, Program Improvement, Social Services

Identifiers—*Project Home Start

This Home Start report centers its attention on three areas: how actual home visits are being conducted, how projects are spending grant money from a cost analysis point of view, and whether any tentative statement on program effectiveness can be made based upon an analysis of pre-test post data. The seven sections of the report are: (1) Demographics, (2) The Ideal Home Visitor and the Ideal Home Visit, (3) The Actual Home Visitor, (4) The Actual Home Visit, (5) Cost Analysis of Grant Expenditures and Levered Resources, with Addenda on Referrals, (6) Aides and Deterrents to the Meeting of First Year Local Objectives, and (7) Conclusions and Recommendations for Program Improvement. Highlighted in the report is the importance of making the Home Start parent a primary in-

teractor during home visits. Appendices comprise half the report. (Author/CS)

ED 092 227 PS 007 303

Home Start Evaluation Study. Interim Report III: Evaluation Plan 1973-1974.

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OS-72-127

Pub Date 30 Aug 73

Note—46p.; For other reports in this study, see ED 069 439 - ED 069 441, PS 007 273, PS 007 300 - PS 007 302, PS 007 304 - PS 007 305

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Data Collection, *Evaluation Techniques, Federal Programs, *Home Visits, Objectives, Parent Participation, *Preschool Programs, *Program Evaluation, Program Improvement, Social Services, Testing

Identifiers—*Project Home Start

This evaluation plan outlines the essential features of Home Start Evaluation activities scheduled for the twelve months beginning Fall 1973. Data will be collected in an effort to answer the following four questions: (1) Are Home Start program guidelines being followed in the kinds of families and staff involved?, (2) Do families in Home Start for one year achieve greater progress toward program objectives than similar families not in Home Start?, (3) Do Home Start children achieve the same developmental gains as Head Start children, and (4) What are the costs associated with Home Start and Head Start program operations? In addition to the quantitative data needed, qualitative data will be collected to describe the organization and activities of each of the sixteen Home Start projects. (Author/CS)

ED 092 228 PS 007 304

Jerome, Chris, Ed.

Home Start Evaluation Study. Case Study Summaries.

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OS-72-127

Pub Date 73

Note—208p.; For other reports in this study, see ED 069 439 - ED 069 441, PS 007 273, PS 007 300 - PS 007 303, PS 007 305

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

POSTAGE

Descriptors—*Case Studies, Federal Programs, Health Services, *Home Visits, Intervention, Nutrition, Objectives, *Parent Education, Parent Participation, *Preschool Programs, Program Descriptions, *Program Evaluation, Social Services, Training

Identifiers—*Project Home Start

The fourteen case study summaries included in this booklet are part of "Interim Report III" of the "Home Start Evaluation Study." Each case study was developed after field visits to each of the demonstration programs by case study workers from the evaluation agencies. The summaries are divided into seven parts: (1) a statistical description of the program site, (2) home visiting procedures, (3) history of the project, (4) program organization, (5) educational, health, psychological, and social program services, (6) problem issues, and (7) views of the program. An effort has been made in these reports to give the outside observer an accurate account of the day to day operation of individual project sites. (CS)

ED 092 229 PS 007 305

Deloria, Dennis And Others

Home Start Evaluation Study. Interim Report III: Summative Evaluation Results.

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OS-72-127

Pub Date 30 Aug 73

Note—249p.; For other reports in this study, see ED 069 439 - ED 069 441, PS 007 273, PS 007 300 - PS 007 304

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Achievement, *Data Analysis, Evaluation Techniques, Family Environment, *Home Visits, Objectives, Parent Attitudes, Parent Participation, Preschool Learning, *Preschool Programs, Program Evaluation, Social Development, Social Services, *Summative Evaluation, *Testing
Identifiers—*Project Home Start

This report presents data collected in six of the 16 Home Start sites in operation in the spring of 1973. The major task of the pilot summative evaluation was to try out the measurement battery so necessary modifications could be completed before beginning the actual evaluation in fall 1973. Another purpose was to train a capable field staff and develop quality methods for gathering the data. This report and the supporting statistical analyses undertake three tasks: (1) To assess the spring 1973 measurement battery and field data collection procedures, and to compare them with the fall 1972 battery and procedures to see if progress has been made on problems identified in "Interim Report II," (2) To identify changes in items and whole scores that have occurred from fall 1972 to spring 1973 for families who participated in both data collections, and (3) To determine if preliminary relationships identified in fall 1972 between children's performance and aspects of their home environment have been replicated and clarified in the spring 1973 data. Based on the outcomes of these analyses of spring 1973 data, recommendations about the final National Home Start Evaluation measurement battery will be made. (Author/CS)

ED 092 230 PS 007 306

White, Sheldon H. And Others

Federal Programs for Young Children: Review and Recommendations. Volume 1: Goals and Standards of Public Programs for Children.

Huron Inst., Cambridge, Mass.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—DHEW-OS-74-101

Pub Date 73

Note—570p.; For other volumes of this report, see PS 007 307-309

Available from—Huron Institute, 119 Mt. Auburn St., Cambridge, MA 02188 (Complete 4-volume set, shipped book rate, \$1.50); Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Publication No. (OS) 74-101)

EDRS Price MF-\$0.90 HC-\$27.00 PLUS POSTAGE

Descriptors—Behavioral Science Research, Child Development, Compensatory Education Programs, *Disadvantaged Youth, Evaluation, Family Programs, *Federal Programs, Health Programs, Intervention, *Literature Reviews, Measurement, Objectives, Program Planning

This document is the first part of a comprehensive study designed to review existing data about child development and the evaluation data about programs for children in order to propose recommendations for Federal program planning. Two major goals of the work reported in this section (Volume 1) are: (1) to arrive at an adequate definition of "disadvantage," or more specifically, those kinds of factors in childhood for which Federal intervention seems warranted, and (2) to review the kinds of scientific evidence that might justify and direct government intervention. The section has six chapters. Chapter 1 is an introduction to the study, with discussion of the approach that is used. The notion of discrete public purposes as determinants of the larger goals of Federal programs is explained. Chapter 2 presents a historical review of American public programs, focusing around the public interests that are commonly behind the programs. Chapter 3 discusses research evidence that supports early intervention, as well as conflicting views on this issue. Chapter 4 analyzes data concerning connections between childhood events and outcomes in adolescence and adulthood. Chapter 5 reviews measurement indices available for evaluation of educational, child development, and family programs. Finally, chapter 6 offers a discussion of the health issues involved in intervention on behalf of children which parallels the preceding

analysis of psychological and family intervention. (DP)

ED 092 231 PS 007 307

White, Sheldon H. And Others

Federal Programs for Young Children: Review and Recommendations. Volume 2: Review of Evaluation Data for Federally Sponsored Projects for Children.

Huron Inst., Cambridge, Mass.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—DHEW-OS-74-102

Pub Date 73

Note—446p.; For other volumes of this report, see PS 007 306, 308, and 309

Available from—Huron Institute, 119 Mt. Auburn St., Cambridge, MA 02188 (Complete 4-volume set, shipped book rate, \$1.50); Superintendent of Documents, U. S. Government Printing Office, Washington D. C. 20402 (Publication No. (OS) 74-102)

EDRS Price MF-\$0.75 HC-\$21.00 PLUS POSTAGE

Descriptors—Child Development, Compensatory Education Programs, Day Care Services, Disadvantaged Youth, *Early Childhood, Early Childhood Education, *Evaluation, Family Programs, *Federal Programs, Health Programs, *Intervention, *Literature Reviews, Preschool Programs

This document is the second part of a comprehensive study designed to review child development data and program evaluation data so that proposals for Federal program planning can be made. This section (Volume 2) consists of five chapters that review project evaluation data in the five major modes of child intervention. Chapter 1 looks at evaluation data of Federally sponsored early childhood education programs, including Follow Through, the national network of Research and Development Centers, and Performance Contracts experiments. Chapter 2 focuses on preschool intervention of the sort now implemented under Head Start. Chapter 3 reviews current knowledge about the influence of day care on child development, when intervention occurs with children between 0-3 years. Chapter 4 is concerned with family intervention, based on evaluation data of programs involved in parent education, parent training, family therapy, and provision of social services. The final chapter reviews data arising from evaluation of health care projects. (DP)

ED 092 232 PS 007 308

White, Sheldon H. And Others

Federal Programs for Young Children: Review and Recommendations. Volume 3: Recommendations for Federal Program Planning.

Huron Inst., Cambridge, Mass.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—DHEW-OS-74-103

Pub Date 73

Note—329p.; For other volumes of this report, see PS 007 306, 307, and 309

Available from—Huron Institute, 119 Mt. Auburn St., Cambridge, MA 02188 (complete 4-volume set, shipped book rate, \$1.50); Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Publication No. (OS) 74-103)

EDRS Price MF-\$0.75 HC-\$16.20 PLUS POSTAGE

Descriptors—Behavioral Science Research, Day Care Services, *Early Childhood, *Federal Programs, Guidelines, *Literature Reviews, Preschool Programs, *Program Administration, *Program Planning

This document is the third part of a comprehensive study designed to review child development data and a program evaluation data so that proposals for Federal program planning can be made. This section (Volume 3) includes a series of three chapters directed at future program management. The first chapter examines the bases for present and proposed preschool and day care programs, and makes recommendations to optimize program utility. The second chapter recommends general directions for the planning of services for children. The final chapter discusses a possible organization of future

research work that might provide input into program management and program planning. (DP)

ED 092 233 PS 007 309

White, Sheldon H. And Others

Federal Programs for Young Children: Review and Recommendations. Summary (Volume 4).

Huron Inst., Cambridge, Mass.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—DHEW-OS-74-100

Pub Date 73

Note—40p.; For other volumes of this report, see PS 007 306-308

Available from—Huron Institute, 119 Mt. Auburn St., Cambridge, MA 02188 (Complete 4-volume set, shipped book rate, \$1.50); Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Publication No. (OS) 74-100)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Science Research, Child Development, *Children, Day Care Services, *Disadvantaged Youth, Early Childhood Education, Evaluation, Family Programs, *Federal Programs, Guidelines, Health Programs, *Literature Reviews, Preschool Programs, Program Administration, *Program Planning

This document is the fourth and final part of a comprehensive study designed to review child development data and program evaluation data so that proposals for Federal program planning can be made. This section (Volume 4) provides a summary of the topics, findings, and recommendations of the other three parts of the study. (DP)

ED 092 234 PS 007 315

Rogers, Rex S.

Changes with Time in the Content of Children's Drawings: A Longitudinal Study with the "Draw-a-Classroom Test."

Toronto Board of Education (Ontario). Research Dept.

Pub Date Oct 68

Note—87p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Child Development, *Children, Elementary School Students, *Intellectual Development, Kindergarten Children, *Learning Processes, *Longitudinal Studies, *Measurement, Preschool Children, Socialization, Testing

Identifiers—*Draw A Classroom Test

This longitudinal study of children's drawings is designed to indicate important aspects of the socialization process through analysis of changes in children's drawings. The "Draw-A-Classroom (DAC) Test" was administered to 100 students between 1961 and 1966. Data was available from a total of eight test administrations, given in the period between prekindergarten and fourth grade. All drawings were coded according to content areas and other specified characteristics. Analysis of results of the 6-year study clearly show that the many facets of the changing world of the child are paralleled by changes in his drawings. Three major areas of change were identified: (1) realism, (2) sophistication, and (3) conformity of content. Discussion focuses on the processes responsible for such change, and the potential of the DAC as a research tool. A statistical appendix comprises more than five-sixths of this document. (DP)

ED 092 235 PS 007 318

Vogt, Leona M. And Others

Health Start: Final Report of the Evaluation of the Second Year Program.

Urban Inst., Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-H-931-A-H-O

Pub Date Dec 73

Note—277p.; For the summary of this program, see PS 007 319

Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Publication No. URI-63000, \$7.50)

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—Data Collection, Dental Evaluation, *Disadvantaged Youth, Evaluation Criteria, Expenditures, *Federal Programs, Guidelines, Health Education, *Health Programs, *Health Services, Medical Evaluation, Medical Services, *Program Evaluation

Identifiers—Medicaid, *Project Health Start

This report details the history and characteristics of the Health Start program, explains the evaluation design and methodological problems in the study, describes the background and health characteristics of approximately 10,000 children enrolled in the program, and delineates the conclusions and recommendations emerging from the evaluation. Data was collected in order to answer the following two questions: (1) How can health services for low-income children best be coordinated?; and (2) What are some innovative ways to provide education, health detection, treatments, and entry into an on-going program that could be adopted by summer and full-year Head Start programs? Because of the program design and the many community, project and health service variables at work, only tentative conclusions could be reached about the factors affecting project success. Much was learned, however, about the health care needs of poor children from birth to six years of age. The evaluation did yield enough data on project approaches so that program models can be developed which may be adopted in the Head Start program. Health Start did provide health services to 20,000 children. (CS)

ED 092 236 PS 007 319

Vogt, Leona M. And Others

Health Start: Summary of the Evaluation of the Second Year Program.

Urban Inst., Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-H-3931-A-H-O

Pub Date Dec 73

Note—53p.; For the final report of this program, see PS 007 318

Available from—The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (free of charge)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Data Collection, Delivery Systems, Dental Evaluation, *Disadvantaged Youth, Evaluation Criteria, *Federal Programs, *Health Programs, *Health Services, Medical Treatment, Program Coordination, *Program Evaluation, Social Services

Identifiers—*Project Health Start

The final report of the Health Start evaluation of the second year program is presented in three separate documents. This paper presents an overview of the Urban Institute's evaluation of the Health Start program and covers two broad areas: health service coordination and health service delivery. The two major questions for the 1972-73 evaluation were the following: (1) How can health services for low-income children best be coordinated?; and (2) What are some innovative ways to provide health detection, treatment, entry into an on-going program and education that could be adopted by summer and full-year Head Start programs? Recommendations made as a result of the evaluation study were to strengthen federal program management and to design the Health Start program to yield more useful information. Limitations of the evaluation study are noted. The appendix presents an overview of the health service component of the Health Start program. (CS)

ED 092 237 PS 007 323

Markun, Patricia Maloney, Ed.

Parenting.

Association for Childhood Education International, Washington, D.C.

Pub Date 73

Note—71p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 (Paper, \$2.50; Only orders of \$5 or more may be billed)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Child Rearing, Cross Cultural Studies, *Human Development, Mexican Americans, *Parent Education, *Parent Participation, Sex Role

Identifiers—*Parenting

This document contains 11 articles which are concerned with the education and development of people who are, or will be, parents. The term "parenting" is used to emphasize the need to help fathers and mothers to deal effectively with their own children. Also, the term reflects the growing awareness that child rearing is the function of many individuals and organizations in a complex society. The articles are entitled: (1) "Parenting: Concept and Process," (2) "Parenting Perspectives from Other Nations," (3) "Grandpa in the Nursery," (4) "Redefining 'His' and 'Hers': A Psychiatrist Speaks on Changing Family Roles," (5) "Are You a Perfect Parent?," (6) "Parenting in a Mexican-American Community," (7) "It's Parent Who Suffers Most," (8) "Mister Rogers and Parenting," (9) "High School Programs for Future Parents," (10) "Future Homemakers Work with Children," and (11) "Testing Parents to Reach/Teach Others." (DP)

ED 092 238 PS 007 327

Goldman, Richard

Israeli Pre-School Children During War Time Stress: Their Knowledge and Interpretation of the 1973 War.

Pub Date [73]

Note—13p.; Preprint of paper to be published in "Social Education"

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Childhood Attitudes, Communication (Thought Transfer), Conflict, Environmental Influences, *Fear, *Kindergarten Children, Parent Child Relationship, Political Attitudes, *Preschool Children, *War, World Problems

Identifiers—Israel

Twenty-eight 4- and 5-year-old children were interviewed in the ninth and tenth days of the 1973 Israeli war to determine their factual knowledge about the war and their interpretation of the war. The factual questions focused on the children's knowledge of people, places, and objects most frequently reported in the news. Questions on the interpretation included "Who is winning?" and "When do you think the war will end?" The children's responses mirrored those of their families and the media. In general, the responses of the nursery school children were less accurate. Children were not able to philosophize about war, but responded in very personal terms. All children gave negative responses concerning the Arabs. It is suggested that adults should encourage children to ask questions and to express their fears. Earlier contact between young Israeli and Arab children may help allay fears and hostility between the two groups. (SBT)

ED 092 239 24 PS 007 348

West, Charles K. Fish, James A.

Relationships Between Self-Concept and School Achievement: A Survey of Empirical Investigations. Final Report.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 10 Dec 73

Note—41p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Academic Achievement, *Behavioral Science Research, Factor Analysis, *Literature Reviews, Measurement, Racial Factors, *Research Methodology, Research Problems, *Self Concept, Sex Differences, Socioeconomic Influences

This document reviews the published empirical literature concerned with the relationship between self concept and academic achievement. The construct of self concept is discussed with regard to common uses, measurement, and experimental development. Descriptions of relevant studies are presented according to their experimental designs or methods of statistical analysis. Correlational analysis of variance, mean differences, and discrepancy studies are reviewed. Also, self concept and achievement research that focuses on ethnic, racial, and socioeconomic status, and sex differences is included. It is concluded that the literature clearly indicates some significant relationship (at least associational) between some aspects of the self and scholastic achievement. The nature of this relationship is unclear, as there is little evidence of causation and there is little uniformity in definition and approaches to measurement of the self concept. (DP)

ED 092 240 24 PS 007 349

West, Charles K.

A Review of the Teacher Expectancy Effect: The Question of Preponderant Causation.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—23p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, *Educational Research, *Literature Reviews, *Research Needs, *Teacher Behavior

Identifiers—Self Fulfilling Prophecies, *Teacher Expectancy

This discussion of teacher expectations attempts to delineate the research steps that are needed to convincingly validate or invalidate the Pygmalion Effect. Five elements of expectancy effects are identified: (1) Information provided to teachers, (2) their expectancies, (3) behavior, (4) children's achievement and (5) intelligence. An examination of each of these elements and the linkages among them, in reference to the existing teacher expectancy research, suggests numerous alternative hypotheses and explanations to those in the literature. The literature review analyzes each study in terms of effects demonstrated, teacher characteristics, and the linkages investigated. Reinterpretation of these reports indicates the existence of "class 2" linkages, for example, student achievement influencing teacher behavior and expectancy rather than "class 1" linkages in which the teacher expectancies influence the child's performance. The ethical and practical dangers of expectancy research are emphasized, particularly with regard to unfair criticism of the teacher. The need for careful interpretation of such research is based on the methodological, as well as logical and empirical uncertainty of the area. Finally, the report suggests four areas of research that would be most helpful in clarifying the issues discussed. (DP)

ED 092 241 24 PS 007 350

Hanson, Bette

Trends and Problems in Comparison Studies of Early Childhood Education Models.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Science Research, *Comparative Analysis, *Early Childhood Education, Educational Research, Evaluation, *Literature Reviews, *Models, *Research Problems

This review of studies comparing early childhood education models focuses on the trends and problems of this kind of research. The 8 "qualitative" studies reviewed, all pertain to aspects of instructional theory centering around teacher-child interaction. In the 19 empirical studies discussed, a dichotomy between "structured and unstructured environments" was commonly utilized, but relevant definitions varied widely across studies. It is argued that the real issue is being masked: the comparison of small group-individual training sessions versus naturalistic classroom-whole group instruction. Language training appears to be the dominant area of training being reported, but there is insufficient discussion of language-cognition relationships and possible maturational aspects of language development. Research conclusions have been inconsistent regarding gains by low socioeconomic level children in relation to higher socioeconomic groups, lending uncertainty to the quantifiable nature of these gains. Comparison studies are criticized for their global use of crucial terms (i.e., model), and for their biases, as reflected in the opinion-laden reporting of data and observations. Finally, it is suggested that the trend toward competition among models (i.e., "finding differential effects") be reversed so that evaluation can be based on manipulation of parameters within each model. (DP)

ED 092 242 PS 007 351

Franklin, Margery B. Biber, Barbara

Psychological Perspectives and Early Childhood Education: Some Relations Between Theory and Practice.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—47p.; An earlier version of this paper was presented at the meetings of the Society for Research in Child Development (Philadelphia, Pennsylvania, March, 1973)

Available from—Margery B. Franklin, Department of Psychology, Sarah Lawrence College, Bronxville, NY 10728

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Cognitive Development, Developmental Psychology, *Early Childhood Education, Educational Objectives, *Educational Theories, Interaction Process Analysis, Models, *Program Descriptions, *Program Evaluation, *Psychoeducational Processes, Social Development

The aim of this paper is to delineate some of the central issues confronting psychologists and educators in the application of psychological theory and research to early childhood education. Three approaches to early childhood programming are presented: the behavioristic-learning theory perspective, the Piagetian cognitive-developmental, and the developmental-interaction approach. The differing assumptions on which they are based, the differing ways in which they draw on and utilize psychological concepts, and the ways in which they therefore involve young children in qualitatively different encounters with people, problems and ideas in the school setting are examined and critically evaluated. The final section of the paper is concerned with a summary statement of the issues arising in the discussion of the three approaches to early childhood education, including a consideration of some of the problems that must be confronted in the task of evaluating effects of differing modes of education. (Author/CS)

ED 092 243 PS 007 353

Howard, Norma K., Comp.

Discipline and Behavior: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Apr 74

Note—58p.

Available from—Publications Office/I.R.E.C., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 108, \$1.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Behavior Change, Behavior Problems, *Class Management, *Discipline, Discipline Policy, *Early Childhood Education, Exceptional Child Research, Operant Conditioning, Parent Child Relationship, *Positive Reinforcement, Student Behavior, Student Teacher Relationship, Teacher Behavior, Teaching Techniques

This selective bibliography contains references to 202 ERIC documents on the subjects of discipline and behavior modification of young children. The citations are divided into five sections: (1) Regular Classroom; (2) Teacher Training and Teaching Techniques; (3) Exceptional Child; (4) Family; and (5) General. Entries were taken from "Research in Education (RIE)," April 1971 through November 1973, and from "Current Index to Journals in Education (CJIE)," January 1972 through November 1973. (SET)

ED 092 244 PS 007 354

Hunt, J. McVicker

Reflections on a Decade of Early Education.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Public Health Service (DHEW), Washington, D.C.

Report No.—MH-11321; MH-16074; MH-K6-18567

Pub Date 74

Note—73p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Compensatory Education Programs, *Early Childhood Education, Educational Needs, Educational Objectives, Federal Programs, Intervention, Lower Class Parents, Low Income Groups, Models, Poverty Research, *Preschool Evaluation, *Preschool Programs, *Program Descriptions, Public Opinion, Readiness

Identifiers—*Project Head Start

This report attempts to respond to a series of questions commonly asked about the nation-wide experiment to provide equality of educational opportunity to children born to families of poverty. The report focuses on the following questions: (1) Why did this program of experimenting with early childhood education happen to get launched midway in the early 1960s? (2) What were the goals of the program, the hopes for it, and how realistic were these hopes? (3) What have been the accomplishments of Project Head Start and of the related investigations and developments that launching Head Start served to inspire? (4) What have the public reactions been to what has been called the 'Failure of Head Start'? and (5) What have we learned that will be of use in the future? It is suggested that the challenge for the next decade in early childhood education rests on the construction of ordinal scales for assessing development taking place between the sensorimotor phase and the achievement of concrete operations. In total, this report is a comprehensive, descriptive, 'state of the art' analysis of the major early childhood programs of the sixties. (CS)

ED 092 245 PS 007 364

Caldwell, Bettye M., Ed. Ricciuti, Henry N., Ed. **Review of Child Development Research. Volume 3: Child Development and Social Policy.**

Society for Research in Child Development, Lafayette, Ind.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 73

Note—581p.

Available from—The University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637 (\$15.00)

Document Not Available from EDRS.

Descriptors—Adoption, Aggression, *Child Development, Child Labor Laws, Disadvantaged Groups, Fatherless Family, Intervention, Legal Problems, *Literature Reviews, Parent Child Relationship, *Public Policy, *Research, *Social Action, Social Class

The concern of this work is the influence of child development research on social policy. Papers were chosen because they illustrate that there should be a symbiotic relationship between social action on one hand and child development research and its underlying theory on the other. (Author/CS)

ED 092 246 PS 007 365

Pollard, Barbara Kay

The Sensible Book. A Celebration of Your Five Senses.

Pub Date 74

Note—55p.

Available from—Celestial Arts, 231 Adrian Road, Millbrae, California 94030 (\$3.95)

Document Not Available from EDRS.

Descriptors—Auditory Perception, *Multisensory Learning, *Parent Education, *Perception, Perceptual Development, *Preschool Learning, Sensory Experience, *Sensory Training, Tactile Perception, Visual Perception

Illustrated by full-page photographs, this book focuses on each of the child's five senses and shows how the senses are interrelated. Activities are suggested to increase the child's sensory awareness. (CS)

ED 092 247 PS 007 366

Wagner, Marsden G.

A Cost Analysis of Day Care in Denmark.

Copenhagen Univ. (Denmark). Inst. of Social Medicine.

Pub Date [74]

Note—21p.; For related documents, see PS 007 367-371

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Case Studies, *Cost Effectiveness, *Cross Cultural Studies, *Day Care Services,

*Educational Finance, *Expenditure Per Student, Operating Expenses, Program Costs, Salaries

Identifiers—*Denmark

A cost analysis of day care in Denmark was initiated to determine what day care services cost, who pays for them, and how these costs relate to the quality of day care services. Some of the findings are: (1) group day care is considerably more expensive for children 0-3 years of age than for children 3-7 years of age; (2) group day care centers under municipal management are more expensive than group day care centers under private, nonprofit management; (3) staff salaries amount to 70 percent of total operating costs; and (4) family day care is significantly cheaper than group day care in Denmark. Implications of these findings for day care in the United States are suggested. As quality day care is expensive, a cost sharing plan (based on the Danish model) is proposed. In this plan, the national government, the local government, and the family of the day care child share costs. Quality control is linked to the government subsidy; the government collects parental fees, and the caretakers are free to focus on the best possible care for the child. (CS)

ED 092 248 PS 007 367

Wagner, Mary Wagner, Marsden G.

Health Visiting in the Infant's Home in Denmark.

Copenhagen Univ. (Denmark). Inst. of Social Medicine.

Pub Date [74]

Note—12p.; For related documents, see PS 007 366 and 368-371

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Child Care Workers, *Community Health Services, *Infant Mortality, *Infants, Personnel Policy, Program Descriptions, *Program Evaluation, Program Improvement, Recordkeeping

Identifiers—*Denmark

A program of infant home visiting was established in Denmark as a result of concern about the rate of infant mortality. The objectives, problems, and promise of the infant Home Visiting Program are summarized and evaluated in terms of their implications for the United States. Although the results of the program have been overwhelmingly favorable (Denmark now has one of the lowest infant mortality rates in the world), there has been some difficulty in integrating what has been a separate service into other existing health service programs. Also reported are the recommendations of a top level National Health Service committee which includes plans for a combined school nursing, home nursing, and infant health visiting program; compulsory infant visiting in all townships; selective visiting to high risk infants; and the establishment of a strong working relationship between the infant health nurse and the local family doctor's office. (CS)

ED 092 249 PS 007 368

Wagner, Mary Wagner, Marsden G.

Family Day Care in Denmark.

Copenhagen Univ. (Denmark). Inst. of Social Medicine.

Pub Date [74]

Note—14p.; For related documents, see PS 007 366, 367, and 369-371

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrative Organization, Child Care Workers, Comparative Analysis, *Day Care Services, *Family Environment, Family Role, *Government Role, Parent Participation, *Program Descriptions, Working Women

Identifiers—*Denmark

The present report describes a system for the care of children during the day in Denmark: care in private family homes. Begun in 1966, this program organized a formal system of family day care homes initiated and supervised by the government; this is an extension of the former system of licensing privately initiated family day care homes. From the Danish experience, a number of principles emerge which appear to be relevant to the United States. It is possible for the government to conduct a program of surveillance for quality control and to establish a minimal standard of care for each child. A family day care home system has the special advantages of being an important source of strength to the family, offers a rewarding career for women who prefer to work at home, and has the possibility of rapid ex-

108 Document Resumes

pansion. It is suggested that because of children's needs and parental preferences more than one type of day care service should be offered. (CS)

ED 092 250 PS 007 369
Wagner, Mary Wagner, Marsden G.

Child Advocacy in Denmark: 70 Years of Experience with This "New" Idea.

Copenhagen Univ. (Denmark). Inst. of Social Medicine.

Pub Date [74]

Note—16p.; For related documents, see PS 007 366-368, 370, and 371; Some pages may reproduce poorly

EDRS Price MF-\$0.75 HC-\$1.30 PLUS POSTAGE

Descriptors—*Administrative Organization, Child Care Workers, *Child Welfare, Family Counseling, *Institutional Role, *Legal Aid, Parent Responsibility, Prevention, *Social Agencies
Identifiers—Child Advocacy Program, *Denmark

Denmark's child advocacy system is made up of local kommune (county) Child and Youth Welfare Committees which watch over the well-being of children. Each child and youth committee serves as an effective advocate for the children of its community in three areas: promotion, protection, and prevention. The committee's responsibility to promote conditions for sound child development includes determination of number of child care institutions and kindergartens needed and assessment of the quality of existing institutions. State funding is granted on the committee's recommendations. In community matters such as town planning, housing, traffic, and entertainment the committee also has much influence as they consider what provisions have been made for children. To protect the child, the committee can also serve as an advocate for the child in his own home. The committee has the authority to co-opt any specialist they deem necessary in the consideration of a case; however, the final decision rests solely with the committee itself. In recent years, the committee has put great emphasis on preventive measures through a family guidance program. Fundamental to this advocacy program is an attitude concerning society and the child: the child is everyone's responsibility. Furthermore, any citizen with a particular interest in children is expected to volunteer for service on a Child and Youth Welfare Committee. (CS)

ED 092 251 PS 007 370
Wagner, Mary Wagner, Marsden G.

Training Child Care Workers in Denmark: II. Training Family Helpers and Family Day Care Mothers.

Copenhagen Univ. (Denmark). Inst. of Social Medicine.

Pub Date [74]

Note—9p.; For related documents, see PS 007 366-369 and 371

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Child Care Workers, Comparative Analysis, Curriculum Design, Educational Finance, Federal State Relationship, *Inservice Programs, *Paraprofessional School Personnel, *Program Descriptions, *Training Objectives
Identifiers—*Denmark

This report describes the training of two kinds of paraprofessionals in child care in Denmark: the family helper who has considerable educational background, and the family day care mother for whom there are no educational prerequisites. The funding, the training, and the curriculum design of the paraprofessional programs are discussed. There is an important cooperative relationship between the central government and the local government in the training program, with the central government setting the standards and evolving the curriculum, and the local government retaining complete responsibility for recruiting workers. The training programs have attracted a large number of well-qualified participants. Refresher and supplementary courses play a vital role. (CS)

ED 092 252 PS 007 371
Wagner, Mary G. Wagner, Marsden G.

Group Day Care in Denmark: A Century and a Half of Experience.

Copenhagen Univ. (Denmark). Inst. of Social Medicine.

Pub Date [74]

Note—26p.; For related documents, see PS 007 366 through PS 007 370

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Administrative Organization, After School Programs, *Child Care Workers, Community Coordination, *Day Care Programs, *Day Care Services, Educational Facilities, Educational Finance, Exceptional Children, Health Programs, Parent Teacher Cooperation, *Program Descriptions, Program Improvement, School Location, Youth Clubs
Identifiers—*Denmark

The national and local organization and administration of group day care programs in Denmark are outlined in this report. Financing, basic programs, standards, and staff training in each of the four main child care groups are discussed under the following categories: crèches, kindergartens, afterschool groups, and youth clubs. Although all four age groups are now usually located in the same day care center, the staffing and programming of activities is quite different for each group. Also reported in this paper are the recent investigations of a top level special national study commission on group day care in Denmark which issued four main suggestions: the development of "age-integrated" day care institutions, parent participation in planning, 24-hour child care units, and the elimination of parental fees in day care institutions. This descriptive survey of group day care in Denmark concludes with a listing of principles that emerge from the Danish experience in day care which are relevant to the U. S. (CS)

ED 092 253 PS 007 389
Rymer, Frank P., Jr. And Others

User Survey of Day Care Publications: Usefulness, Relevancy, and Timeliness of Certain Office of Child Development Publications. Summary Report.

University Sciences Forum, Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-466

Pub Date Dec 73

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Early Childhood Education, *Evaluation, *Opinions, Program Effectiveness, *Reading Materials, *Surveys
Identifiers—*Office of Child Development

This report presents an analysis of a survey of opinions concerning seven publications of the Office of Child Development (OCD). Questionnaires were sent to groups of individuals on OCD mailing lists and on mailing lists of independent agencies which sent out early childhood literature. Respondents were asked to judge the materials as to ease of reading and relevance to their needs. They also reported which publications they had read and how completely they had read them. Results generally indicated that recipients of the publications had a high regard for them and used them in planning, administering, and operating day care centers. (DP)

ED 092 254 PS 007 396
Greenberg, Selma B. Peck, Lucy F.

A Study of Preschoolers' Spontaneous Social Interaction Patterns in Three Settings: All Female, All Male and Coed.

Pub Date Apr 74

Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavioral Science Research, *Behavior Patterns, Peer Relationship, *Preschool Children, *Sex Role, *Social Behavior

This study investigated sex role behaviors, perceptions, and aspiration levels in 3-4- and 5-year-old children. Focus was on social interaction in situations free of adult attention. Six parties were conducted and videotaped in the familiar setting of the preschool classroom. Seventy-seven preschoolers attended these parties which were composed of all girls, all boys, or a mixture of both sexes. Analysis of data did indicate that differential social behavior patterns were exhibited by various groups. Results are discussed in terms of implications for educational strategies. (DP)

ED 092 255 24 PS 007 399
Howard, Norma K., Comp.

Education for Parents of Preschoolers: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Jun 74

Note—75p.

Available from—Publications Office/I. R. E. C., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 111, \$1.60)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Early Childhood Education, Home Programs, Home Visits, Mothers, Parent Child Relationship, *Parent Education, *Parenthood Education, *Parent Participation, Parent Role, *Preschool Education

Identifiers—Project Head Start, *Project Home Start

This selective bibliography cites 108 ERIC documents on parent education and parent involvement during the child's preschool years. Included are reports from both home-based and center-based programs. Entries are from "Research in Education (RIE)," October 1970 through April 1974, and from "Current Index to Journals in Education (CIJE)," May 1970 through April 1974. (SET)

ED 092 256 PS 007 401

Piagetian Theory and Its Implications for the Helping Professions. (Third Invitational Interdisciplinary Seminar, University of Southern California, Los Angeles, February 16, 1973).

Children's Hospital, Los Angeles, Calif.; University of Southern California, Los Angeles. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service; Office of Child Development (DHEW), Washington, D.C.

Report No.—MCH-P-914

Pub Date 16 Feb 73

Note—97p.

Available from—Piaget Conference Committee, University Affiliated Program, Children's Hospital, P.O. Box 54700, Los Angeles, California 90054 (\$4.50)

Document Not Available from EDRS.

Descriptors—Arithmetic, *Cognitive Development, *Conference Reports, Curriculum Development, *Developmental Psychology, *Early Childhood Education, Handicapped Children, Language Development, Logical Thinking, Moral Development, Psychometrics, Reading Achievement, Thought Processes
Identifiers—*Piagetian Theory, Vygotsky

This monograph contains the 24 papers presented to the Third Annual UAP (University Affiliated Program) Conference on "Piagetian Theory: The Helping Professions and the School Age Child." Dr. Mary Ann Pulaski gave the major morning address on "The Importance of Ludi Symbolism (Make Believe Play) in Cognitive Development." The afternoon session was divided into nine major areas of research relating to Piagetian theory: (1) Present Status of Formal Operations, (2) Implications of Piaget for the Development of Curriculum, (3) Arithmetic and the Development of Logical Abilities, (4) Development of Moral Judgment in Children, (5) Piaget and Vygotsky, (6) Cognitive Growth and Language, (7) Piaget and Early Education of Handicapped Children, (8) Piaget and the Development of Reading Ability, (9) Piaget and Psychometric Assessment. All conference papers are included in this monograph. (CS)

ED 092 257 40 PS 007 403
Mayer, Colleen A.

Understanding Young Children: The Handicapped Child in the Normal Preschool Class.

Alaska Treatment Center for Crippled Children and Adults, Inc., Anchorage; ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Jul 74

Note—73p.; For other documents in this series, see PS 007 404-407

Available from—Publications Office /I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 114, \$1.75)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Audiolingual Skills, Aurally Handicapped, Classroom Environment, *Early Childhood Education, *Handicapped Children, Learning Activities, Physically Handicapped, *Regular Class Placement, Student Teacher Relationship, Teacher Role, *Teaching Guides, *Teaching Methods, Visually Handicapped Orientation

This booklet offers teachers, paraprofessionals, and parents practical, easy-to-read suggestions for working with the handicapped child in the normal preschool class. Each of the three sections (visual disabilities, hearing disabilities, and motor disabilities) emphasizes the importance of a warm, positive, accepting attitude on the part of the teacher. The text provides basic knowledge concerning visual, auditory, and motor disabilities, and includes a number of suggestions for integrating the handicapped child into the normal classroom routines. This text should prove especially helpful in the training of teachers and caregivers. Cartoon-style drawings illustrate the text. (CS)

ED 092 258 40 PS 007 404

Mayer, Colleen A.

Understanding Young Children: Emotional and Behavioral Development and Disabilities.

Alaska Treatment Center for Crippled Children and Adults, Inc., Anchorage; ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Jul 74

Grant—OEG-0-9-110305-4701

Note—78p.; For other documents in this series, see PS 007 403 and 405-407

Available from—Publications Office I. R. E. C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 115, \$1.75)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Behavior Problems, Developmental Psychology, Discipline, *Emotional Development, *Emotionally Disturbed Children, Hyperactivity, Interaction Process Analysis, *Preschool Children, Psychological Patterns, Self Concept, *Social Development, Social Maturity, Student Teacher Relationship, Teacher Role, *Teaching Guides, Teaching Methods

This booklet offers teachers, paraprofessionals, and parents practical, easy-to-read suggestions to help them understand emotional and behavioral development and disabilities in young children. Through a variety of examples, the booklet emphasizes techniques that show the teacher how to encourage and assist the young child to move toward emotional maturity and self-discipline. This guide should prove helpful in training teachers and caregivers who work with handicapped children in a regular classroom. Cartoon-style drawings illustrate the text. (CS)

ED 092 259 40 PS 007 405

Mayer, Colleen A.

Understanding Young Children: Learning Development and Learning Disabilities.

Alaska Treatment Center for Crippled Children and Adults, Inc., Anchorage; ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Jul 74

Grant—OEG-0-9-110305-4701

Note—31p.; For other documents in this series, see PS 007 403, 404, 406, and 407

Available from—Publications Office/I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 116, \$1.25)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Cognitive Development, Developmental Psychology, Developmental Tasks, Environmental Influences, Learning Activities, *Learning Disabilities, *Learning Processes, Maturation, Multisensory Learning, *Preschool Education, Regular Class Placement, Self Concept, Student Teacher Relationship, Teacher Education, Teacher Role, *Teaching Guides, *Teaching Methods

This booklet offers practical, easy-to-read suggestions for teachers, paraprofessionals, and parents to help them understand learning development and learning disabilities. The text outlines how the factors of heredity, maturation, and environment determine the degree of development an individual will achieve. The characteristics of children with learning disabilities are described, and a number of special techniques to assist children in overcoming these disabilities are discussed. This text should prove especially helpful in the training of teachers and caregivers who work with handicapped children in regular classrooms. Cartoon-style drawings illustrate the text. (CS)

ED 092 260 40 PS 007 406

Mayer, Colleen A.

Understanding Young Children: Language Development and Language Disabilities.

Alaska Treatment Center for Crippled Children and Adults, Inc., Anchorage; ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Jul 74

Grant—OEG-0-9-110305-4701

Note—35p.; For other documents in this series, see PS 007 403-405 and 407

Available from—Publications Office/I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 117, \$1.25)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Auditory Discrimination, *Child Language, *Early Childhood Education, Emotional Development, Expressive Language, *Language Development, *Language Handicaps, Language Patterns, Motor Development, Perceptual Development, Receptive Language, Speech Improvement, *Teaching Guides, Teaching Methods, Verbal Communication

This booklet offers practical, easy-to-read suggestions for teachers, paraprofessionals, and parents to help them understand language development and language disabilities. The first section highlights some of the factors involved in language development. The second section deals with some of the common causes for language disabilities and provides numerous suggestions for appropriate language activities. Cartoon-style drawings illustrate the text. This booklet should be especially helpful in the training of teachers and caregivers who work with handicapped children in a regular classroom. (CS)

ED 092 261 40 PS 007 407

Mayer, Colleen A.

Understanding Young Children: Intellectual Development and Intellectual Disabilities.

Alaska Treatment Center for Crippled Children and Adults, Inc., Anchorage; ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Jul 74

Grant—OEG-0-9-110305-4701

Note—41p.; For other documents in this series, see PS 007 403-406

Available from—Publications Office /I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 118, \$1.25)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Affective Behavior, Classification, Comprehension, Concept Formation, Developmental Psychology, *Intellectual Development,

*Learning Disabilities, *Learning Processes, Memory, Mental Development, *Preschool Education, Self Concept, Student Teacher Relationship, *Teaching Guides, Teaching Methods

This booklet offers practical, easy-to-read suggestions for teachers, paraprofessionals, and parents to help them understand intellectual development and intellectual disabilities. The first section highlights some of the factors involved in intellectual development and the importance of being sensitive to different stages of learning. The second section deals with intellectual disabilities and suggests a variety of learning activities to enhance development. The role that the teacher plays in fostering intellectual development is emphasized. The booklet should prove helpful in training teachers and caregivers who work with handicapped children in a regular classroom. Cartoon-style drawings illustrate the text. (CS)

ED 092 262 24 PS 007 408

Thomas, Susan B., Comp.

Research on Approaches to Early Education: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—84p.

Available from—Publications Office/I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois (Catalog No. 113, \$2.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Early Childhood Education, Literature Reviews, *Longitudinal Studies, Parent Participation, Parent Role, *Preschool Curriculum, Program Descriptions, *Program Effectiveness, Program Evaluation

Identifiers—Project Follow Through, *Project Head Start

The 157 citations in this bibliography include studies of parental involvement, research on the long-term effects of educational intervention programs, and research on specific program models and model comparisons. References were selected from ERIC documents found in "Research in Education" (RIE) and "Current Index to Journals in Education" (CIJE, 1971-74). (SET)

RC

ED 092 263 24 RC 007 883

The Emerging Role of Regional Service Centers: Proceedings of the National Conference of NFIRE, The National Federation for the Improvement of Rural Education (2nd, Las Vegas, Nevada, January 30 - February 1, 1974).

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Jun 74

Contract—OEC-1-6-062469-1574(10)

Note—180p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Tex. 78702 (Stock No. EC-013, \$5.25)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Agency Role, *Conference Reports, *Education Service Centers, Financial Support, Futures (of Society), Government Role, *Information Networks, Organization, Population Distribution, Programs, *Role Perception, *Rural Areas, Speeches

Identifiers—*NFIRE

The National Federation for the Improvement of Rural Education (NFIRE) Conference on the Emerging Role of Regional Service Centers (RESA), a gathering of educational leaders from 19 States, was held in January 1974 (Las Vegas, Nevada). It examined alternatives and resolved issues related to the development, organization, and operation of RESA's that serve non-metropolitan school districts. The conference was organized around 3 clusters of issues: (1) legisla-

tive and financial arrangements that provide RESA's with the authority and financial support they needed to be effective; (2) the roles and role relationships RESA's should seek to develop; and (3) services and service giving strategies that are most needed and most effective. Several alternatives were examined for their comparative consequences, both on the operations of RESA's and on the districts and students they seek to serve. These alternatives came from 2 sources: the varied patterns of operations represented and reported by conference participants, and the papers and the 3 general sessions of speeches delivered at the conference. Papers were presented in 4 simultaneous discussion groups, with an observer in each to report on the discussions. This publication, which contains a complete report of the conference proceedings, includes the conference program outline, the speeches, the conceptual papers, and the report of the discussion group observers. (NQ)

ED 092 264 24 RC 007 885

Antell, Will

Culture, Psychological Characteristics, and Socioeconomic Status in Educational Program Development for Native Americans.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No.—BK-6-2469

Pub Date Jun 74

Contract—OEC-1-6-062469-1574(10)

Note—68p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Tex. 78702 (Stock No. EC-014, \$4.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*American Indians, Bilingual Education, Community Control, *Cultural Background, Curriculum Development, Educational Assessment, *Educational Needs, Financial Support, Information Needs, Program Development, *Psychological Characteristics, Resources, Self Directed Groups, *Socioeconomic Status, Use Studies

Addressed to educators who have the responsibility for developing curriculums or educational programs that will serve Native American students, the document does not present new information on the status of education in Native American communities. Rather, it discusses ways in which available information, such as the 1928 Meriam Report, can be used to initiate program development. Emphasizing that educational opportunities for Native American children must be developed on the middle ground between life in Native communities and established educational institutions, the paper states that the clear need in "Indian education" is for curriculum and program development. Future research efforts should objectively monitor the effectiveness of curricular approaches rather than rediscover the symptoms. Local control of reservation schools and contracting Johnson-O'Malley monies directly with tribes are desirable, but are only intermediate goals at best. The primary question still remains one of educational programs, after control or influence are attained. Also, because of the diverse conditions among Native American communities, a wide variety of approaches and materials are needed. Every school which serves Native American students should have the programmatic capability of making them feel comfortable in the learning environment and of enhancing their chances for a higher quality life. (KM)

ED 092 265 24 RC 007 891

Cornejo, Ricardo J.

A Synthesis of Theories and Research on the Effects of Teaching in First and Second Languages: Implications for Bilingual Education.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No.—BR-6-2469

Pub Date Jun 74

Contract—OEC-1-6-062469-1574(10)

Note—133p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Tex. 78702 (Stock No. EC-015, \$5.00)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—*Bilingual Education, Conference Reports, Curriculum Development, *Educational Programs, Educational Theories, Experimental Programs, Foreign Countries, Higher Education, Legislation, *Mexican Americans, *Program Descriptions, Program Evaluation, *Second Language Learning, Taxonomy

The paper provides up-to-date factual information for first and second language acquisition and bilingualism for administrators, teaching staff, parents, students, and others concerned with this subject. The overview of present educational theories, research and development, practices, and legislation in the areas of language acquisition and language learning includes: (1) a general view of theories and research on language acquisition; (2) a review of conferences and experimental designs in some European and Latin American countries; (3) a summary of the 3 most relevant taxonomies of bilingual education to date; (4) a list of the 123 programs in this country designed specifically for Mexican American children; (5) discussion summaries of exemplary programs in the Southwest; (6) a description of the unique immersion program being implemented in Culver City, California; (7) selected excerpts from legislation dealing with bilingual education; and (8) general conclusions and recommendations. Among the general recommendations are: (1) planning of bilingual curriculum to provide for all bilingual students; (2) providing a program flexible enough for slow learners and bright students as well; and (3) having all universities in the Southwest offer a bilingual education major. The form used to gather information on exemplary bilingual programs is presented in the appendix. (NQ)

ED 092 266 RC 007 908

South Dakota Indian Recipients of Social Welfare, December 1973.

South Dakota State Dept. of Social Services, Pierre. Div. of Program Analysis.

Pub Date Dec 73

Note—17p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*American Indians, Annual Reports, Blind, Child Welfare, Dependents, Expenditures, *Federal Aid, Medical Services, Nonreservation American Indians, Physically Handicapped, Population Distribution, Public Facilities, Senior Citizens, *State Aid, *Tables (Data), Trend Analysis, *Welfare Recipients

Identifiers—*South Dakota

Because American Indians are the largest minority group in South Dakota and because they are known to be among the most poverty stricken in the Nation, South Dakota annually reports on the extent to which the group depends on welfare payments. The report, prepared by the Program Analysis Section of the State Department of Social Services, analyzes the racial makeup of welfare recipients during 1 month each year, usually October. December was chosen in 1973 because it was the last month for which information was available for the adult programs, which were converted to the Federal Supplemental Security Income program in January 1974. The report consists of tables showing the ratio of Indian recipients in each program and the proportion of money expended for their grants. The programs are: Old Age Assistance, Aid to the Blind, Aid to the Disabled, Aid to Dependent Children, and Foster Care. A summary of the Indian recipient rate by program for each of the last 20 years is presented, showing the trend in welfare assistance participation. Information by county has been compiled for the reservation and nonreservation counties. The total state population, Indian population, and ratio of Indians by county according to the 1970 census is a new table for this report. In South Dakota over 80% of the Indians live on state reservations, which are: Cheyenne River, Lower Brule, Pine Ridge, Rosebud, Crow Creek, Yankton, and Sisseton (the last 2 are open reservations). (KM)

ED 092 267 RC 007 916

Public Assistance for Minnesota Indians, Calendar Year, 1970.

Minnesota State Dept. of Public Welfare, St. Paul.

Pub Date 70

Note—32p.; Oversize pages, actual page count 16p.; For related documents, see RC007917 and FC007918

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*American Indians, Annual Reports, Blind, Child Welfare, Dependents, *Expenditures, *Federal Aid, Federal Programs, Medical Services, Physically Handicapped, Public Facilities, Senior Citizens, State Aid, *Statistical Data, Trend Analysis, *Welfare, Welfare Recipients

Identifiers—*Minnesota

The Research and Statistics Section of the Minnesota Department of Public Welfare prepared this 1970 annual report on public assistance for American Indians. Data were gathered from the 21 counties containing a majority of Indians and the City of Minneapolis Department of Public Relief. The report includes data on the State's expenditures for medical assistance, general relief, and federally aided maintenance programs, such as Aid for Dependent Children, Old Age Assistance, Aid to the Blind, and Aid to the Disabled. Data are given in tabular form. (NQ)

ED 092 268 RC 007 917

Public Assistance for Minnesota Indians, Calendar Year, 1971.

Minnesota State Dept. of Public Welfare, St. Paul.

Pub Date 71

Note—32p.; Oversize pages, actual page count 16p.; For related documents, see RC007916 and RC007918

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*American Indians, Annual Reports, Blind, Child Welfare, Dependents, *Expenditures, *Federal Aid, Federal Programs, Medical Services, Physically Handicapped, Public Facilities, Senior Citizens, State Aid, *Statistical Data, Trend Analysis, *Welfare, Welfare Recipients

Identifiers—*Minnesota

The 1971 annual report on public assistance, prepared by the Research and Statistics Section of the Minnesota Department of Public Welfare, presents data pertaining to expenditures for American Indians. The \$8,285,789 of expenditures are broken down by program and funding source. The programs are Old Age Assistance, Medical Assistance, General Relief, Aid to the Disabled, Aid to the Blind, and Aid for Dependent Children. Programs use either Federal, county, or State funds. Statistical data are given for the 21 counties having a majority of Minnesota Indians. Trends in public assistance expenditures for Indians and trends in cases and persons by program are given for 1956 to 1971. (NQ)

ED 092 269 RC 007 918

Public Assistance for Minnesota Indians, Calendar Year, 1972.

Minnesota State Dept. of Public Welfare, St. Paul.

Pub Date 72

Note—32p.; Oversize pages, actual page count 16p.; For related documents, see RC007916 and RC007917

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*American Indians, Annual Reports, Blind, Child Welfare, Dependents, *Expenditures, *Federal Aid, Federal Programs, Medical Services, Physically Handicapped, Public Facilities, Senior Citizens, State Aid, *Statistical Data, Trend Analysis, *Welfare, Welfare Recipients

Identifiers—*Minnesota

Prepared by the Research and Statistics Section of the Minnesota Department of Public Welfare, this 1972 annual report contains data on public assistance expenditures for American Indians. Data are broken down by program and funding source. The programs are Old Age Assistance, Aid for Dependent Children, Aid to the Blind, Aid to the Disabled, General Relief, and Medical Assistance. Programs use either Federal, county, or State funds. Statistical data pertain to the 21 counties with the majority of Indians and the City of Minneapolis. Trends in public assistance expenditures for Minnesota Indians are reported for 1956 to 1972. A graph showing total public assistance for Indians and percent of total public assistance for all Minnesota recipients for 1959 to 1972 is also included. (NQ)

ED 092 270 RC 007 919
Periodicals of Interest to a Spanish-Speaking Community.

Tucson Public Library, Ariz.

Pub Date Sep 72

Note—7p.; Prepared by the staff of the Valencia Branch, Tucson Public Library

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Cultural Background, Foreign Language Periodicals, Library Materials, Mexican Americans, Novels, Periodicals, Spanish American Literature, Spanish Speaking

The document gives a partial listing of magazines of special interest to the Mexican American and Spanish speaking community in Tucson, Arizona. The journals are grouped in 4 broad categories: there are 8 listings for popular journals (women's magazines, home decoration, and crafts); 12 for news; 8 for Mexican American cultural studies; and 9 fotonovelas (full-length feature stories of romance and adventure, generally depicted with frame-by-frame shots from motion pictures with captions). Three periodical dealers are also given. The annotations present a general idea of the content or focus of each periodical; those which are most suitable for small or branch collections are starred. Prices, quoted in U.S. currency, are included only to give a general idea of the cost; they are subject to change and vary depending upon whether subscriptions are placed directly with the publishers or through an agent. Many of the publications are in Spanish. (KM)

ED 092 271 RC 007 920

Rainer, John C.

Testimony [of John C. Rainer]. Hearings Before the Senate Appropriations Subcommittee on the Interior and Related Affairs, May 11, 1973.

Pub Date 11 May 73

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—American Indians, Budgets, Community Control, Educational Benefits, Federal Aid, Federal Legislation, Futures (of Society), Higher Education, Minority Groups, Program Planning, Scholarship Funds, Self Directed Groups, Speeches, Treaties, Tribes
Identifiers—BIA, Bureau of Indian Affairs

The testimony of John C. Rainer, Director of the American Indian Scholarship Program, before the Senate Appropriations Subcommittee on the Interior and Related Affairs (May 1973) examined the Senate's reduction of the Bureau of Indian Affairs (BIA) appropriation for 1973-74. Rainer explained that the \$19,938,000 requested for the year, \$10,000,000 less than the 1972-73 appropriation, was inadequate to fund the projected 18,000 American Indian students entering college at that time. As support for his plea, Rainer cited Presidents Nixon and Johnson in their call for Indian self-determination. In line with this, 48 tribes are now granting scholarships to their young people, but can continue to do so only as long as adequate funds are available. Also, Rainer said that the 1972 Education Act was a laudable effort, but objected to Indians competing with all minority groups in the United States for the scholarship fund. He explained that the only legal basis for scholarship assistance to other minority groups was their U.S. citizenship; Indians, however, derived their legal position from a special relationship with the U.S. government established by treaties and land cession. Rainer concluded that the proposed BIA budget cut amounted to a halt in the Congressional effort to increase funding and training for many young Indians to be assets in their respective communities and in the Nation. (KM)

ED 092 272 RC 007 922

Darnell, Frank, Ed.

Education in the North: Selected Papers of the International Conference on Cross-Cultural Education in the Circumpolar Nations and Related Articles (1st, Montreal, August 18-21, 1969).

Arctic Inst. of North America, Montreal

Pub Date 72

Note—370p.; For related documents, see RC007923-927

Available from—Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska 99701 (\$5.95)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Administrative Policy, Alternative Schools, American Indians, Conference Reports, Cross Cultural Studies, Economic Progress, Educational Development, Eskimos, Foreign Countries, Futures (of Society), History, Indigenous Personnel, Land Use, Native Speakers, Natural Resources, Nomads, Rural Areas, Western Civilization
Identifiers—Circumpolar Nations, Northern Nations

The indigenous people of the North face many complex problems as they learn to cope with an invasion of culturally alien and numerically dominant groups from other areas. Their educational systems have theoretically been organized on principles of democracy and responsiveness to local community needs, but it has become obvious that existing programs are designed to accommodate the language, culture, economic system, and interest of the dominant group from the South. During the mid-1960's, a group of Alaskans and Canadians investigated the conditions affecting educational programs in each of the circumpolar nations with a view to suggesting alternative educational schemes. As a result, in 1969 a conference was held in Canada under the joint sponsorship of the Arctic Institute of North America and the University of Alaska. The conference was organized around 4 basic areas and their relationship to education in the North: (1) economics; (2) administration; (3) pedagogy; and (4) culture. This book is organized along similar lines, but with modifications that update some elements of the subject. Conference participants came from the 7 circumpolar nations of Canada, Denmark (Greenland), Finland, Norway, the Soviet Union, Sweden, and the United States (Alaska). Part 5 of the report covers UNESCO experiences in cross-cultural education. The appendix lists conference participants. (KM)

ED 092 273 RC 007 923

Rogers, George W.

Cross-Cultural Education and the Economic Situation: The Greenland and Alaska Cases.

Pub Date [72]

Note—62p.; For related document, see RC007922 and RC007924-927. Updated version of a speech prepared for the International Conference on Cross-Cultural Education, Montreal, August 18-21, 1969.

Available from—Not Available Separately, see RC007922

Document Not Available from EDRS.

Descriptors—American Indians, Community Change, Consumer Economics, Cross Cultural Studies, Economic Development, Educational Objectives, Eskimos, Federal Programs, Human Capital, Indigenous Personnel, Nomads, Policy Formation, Regional Planning, Relocation, Rural Areas, Social Development, Speeches

Identifiers—Alaska, Greenland, Northern Nations

The paper examines the economic situations in Greenland and Alaska. Similar in many ways, the 2 countries represent opposite policy poles from a cultural standpoint. The basic economic problem is one of severe regional imbalance when compared with the rest of the nation. For both, government policy has tried to raise income and consumption to a level comparable with the rest of the country. The varied improvement programs and policies use 3 underlying processes: population transfers, raising levels of regional productivity, and subsidization of investments, public consumption and levels of private consumption. Analyzed thusly, the subject cases represent 2 opposite approaches to economic and social development, although results have been similar. Greenland emphasized promoting regional economic development to serve social objectives; Alaska emphasized changing people through education and vocational training. Recent educational and development reforms, however, are switching their emphasis: in Alaska, the new policies are an adaptation of the Greenland policies for improving the lot of people where they are; in Greenland, the Alaskan policies for increasing the mobility and acculturation of people in economically depressed areas are being used. The failure of the educational programs in these areas results from the forms of the system, the classroom, and the academic year, all

of which are not compatible with the traditional hunting and fishing semi-nomadic societies of these indigenous people. (KM)

ED 092 274 RC 007 924

Rogers, George W.

The Impact of Economic Conditions on Cross-Cultural Education in Alaska.

Pub Date [72]

Note—46p.; For related documents, see RC007922-923 and RC007925-927. Speech prepared for the International Conference on Cross-Cultural Education, Montreal, August 18-21, 1969.

Available from—Not Available Separately, see RC007922

Document Not Available from EDRS.

Descriptors—American Indians, Community Involvement, Cross Cultural Studies, Demography, Economic Development, Employment Patterns, Eskimos, Federal Programs, Indigenous Personnel, Population Growth, Rural Areas, Socioeconomic Influences, Speeches, Statistical Analysis, Trend Analysis
Identifiers—Alaska, Northern Nations

Focusing on the changing economic situation in the North and the involvement of the indigenous population, the speech deals only with Alaska. In common with the rest of the North, the Alaskan past has been characterized by economic fluctuations in highly specialized periods. Subjects treated are Alaska's total economic development translated into population trends, and measures of the degree to which the Native population has been identified or involved in these developments. The objective is not to penetrate deeply into the subject but, possibly for the first time, to suggest its magnitude. Section I reviews population trends as indices of social and economic trends, using the decennial census data and earlier estimates for the analysis from 1740 to 1960. Section II takes an overall view of the response of all of Alaska's Natives to economic development since 1939, the same time period that Alaska emerged from its pre-World War II colonial phase of economic development. The study found that a regional comparison of Native population projections solely on the basis of net natural increase with population based upon employment projections indicated that the 2 regions with the largest Native populations and prospects for future growth (Southwest and Northwest) are also the regions with the lowest employment growth potential. It was anticipated that Alaska and the North in general will move even further than at present from forms of employment and ways of living which are compatible with the traditional ways of the indigenous people. (KM)

ED 092 275 RC 007 925

Girard, Ghislaine

Training of Native Teachers in Quebec.

Pub Date [72]

Note—8p.; For related documents, see RC007922-924 and RC007926-927. Speech prepared for the International Conference on Cross-Cultural Education, Montreal, August 18-21, 1969.

Available from—Not Available Separately, see RC007922

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), American Indians, Bilingual Education, Bilingual Teacher Aides, Community Involvement, Educational Development, Eskimos, Federal Programs, Native Speakers, Natural Resources, Rural Areas, Speeches, Success Factors, Teacher Education

Identifiers—Canada, Northern Nations, Northern Quebec

In 1962, following the discovery of valuable natural resources in Northern Quebec, the Government of Quebec decided to commit itself to Eskimo and Indian affairs in the area, preparing these people who were already physiologically and psychologically adapted to the territory so that they could play a personal role in its development. An educational training program was established for the entire population, both young and adult, with the eventual goal of preparing Native teachers to manage their own schools. All subjects in the program's first cycle (grades K-2) were taught in the Native language since it was felt that an early emphasis on the mother tongue would enable the students to succeed to new concepts and forms of expression, even those not in a familiar milieu, more easily

than they would using French or English. Subjects were changed to a second language in the higher grades. Initially, teaching assistants were chosen locally, serving a 3 year classroom apprenticeship under the southern teachers, after which they were given the opportunity to improve their personal education. Answers must still be found, however, for the problems that arose from the confrontation of 2 radically different ethnic groups. Even if Eskimo is the language of instruction, the program itself belongs to an alien culture. It was not surprising, therefore, that the Eskimo adults, including the teacher aides, did not feel that the school was an integral part of their community. (KM)

ED 092 276 RC 007 926

Darnell, Frank
Systems of Education for the Alaska Native Population.

Pub Date [72]

Note—32p.; For related documents, see RC007922-925 and RC007927. Speech prepared for the International Conference on Cross-Cultural Education, Montreal, August 18-21, 1969

Available from—Not Available Separately, see RC007922

Document Not Available from EDRS.

Descriptors—*American Indians, Community Control, Demography, *Educational Development, Educational Philosophy, *Eskimos, *Federal Programs, Federal State Relationship, Financial Support, Legislation, Political Issues, Role Theory, Rural Areas, School District Autonomy, Speeches, *State Programs, Tables (Data)

Identifiers—Alaska, *Northern Nations

A history clearly unlike any other region in the U.S., an indigenous population with unique cultural patterns, and a physical environment that can only be described with positive and negative superlatives, have all combined to influence the making of a complex tripartite educational system for a large portion of Alaska's people. Two parts of the system are the responsibility of the State, i.e., a group of local districts and boards with authority delegated by the State Legislature and the State-Operated Schools influenced directly by legislative act and State Board of Education regulations. The third element of the tripartite is the Federal system of rural schools operated by the Bureau of Indian Affairs. Each component of the Federal-State rural system has similar educational patterns and purposes. The document also explains the legal basis for Native education, educational goals and programs, statements by political figures and resolutions by governmental agencies; and the philosophy, goals, faculty and pupil composition of the State-Operated schools. The 9 tables cover such things as teacher qualifications, pupil-teacher ratios, enrollment trends, and age-grade distributions. (KM)

ED 092 277 RC 007 927

Ruong, Israel
Lapp Schools, Teacher Education and Trans-Cultural Studies.

Pub Date [72]

Note—8p.; For related documents, see RC007922-926. Speech prepared for the International Conference on Cross-Cultural Education, Montreal, August 19-21, 1969

Available from—Not Available Separately, see RC007922

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), American Indians, Community Control, Cultural Factors, *Culture Conflict, Economic Factors, Employment Opportunities, Eskimos, Family School Relationship, Foreign Countries, Human Capital, *Indigenous Personnel, Native Speakers, Nomads, *Program Descriptions, *Regional Schools, Rural Areas, Speeches, *Teacher Education

Identifiers—Lapps, *Northern Nations, Sweden

Lapp schools in Sweden and some of their current problems are described. In discussing teacher training and related educational situations, a brief history of Lapp education is given, beginning with the establishment of the Skyttean School in 1632. From the second half of the 1700's, there existed both permanent and ambulatory schools in the home villages, a point of controversy until the 1930's. The permanent form was more effective but did not reach as many children; in the ambulatory form, students who completed the 2

year course were expected to spread their knowledge of Christianity and reading to their home villages. Also, defenders of the ambulatory system felt that the permanent schools drew the Lappish youth away from their nomadic life, losing their traditional way of life. It was this ideology which formed the basis for the 1913 nomad school reform. The instruction in these schools was adapted to the Lapp culture, including such things as nomad studies and vocational instruction in reindeer breeding. Most important in satisfying the unique educational demands of Lapps, though, is teacher education and recruitment. Additionally, the paper stresses the importance of economy, emphasizing that destruction of capital means economic loss; in a wider sense, the human being is a form of capital and it is a loss to society when an individual is unable to realize his potential because of educational deprivation. The Lapps cannot afford to lose their roots in the culture of their ancestors; neither can they afford to work for its development. (KM)

ED 092 278 24 RC 007 928

Mattera, Gloria Steel, Eric M.

Exemplary Programs for Migrant Children.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Jun 74

Contract—OEC-1-6-062469-1574(10)

Note—117p.; "Migrant Record Transfer Form", p. 83-84 may not reproduce

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-016, \$5.00)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Bilingual Education, Community Programs, *Educational Programs, *Financial Support, Human Services, Interstate Programs, Manpower Development, *Migrant Child Education, Migration Patterns, Minority Groups, National Programs, *Program Descriptions, Program Evaluation, Seasonal Laborers, *Special Programs, State Programs

Since 1966, more than 1,900 projects have been funded by the 1965 Title I Elementary and Secondary Education Act Migrant Amendment and the 1964 Economic Opportunity Act for migrant children's problems of educational continuity, health, and other needed services. This paper describes various exemplary programs selected for comprehensiveness of services (both ages served and variety) and replicability in migrant or regular educational programs. The programs, separated into national, interstate, state, and local programs and special services, are: Migrant Student Record Transfer System; High School Equivalency Program; Texas Child Migrant Program; Interstate Cooperation Project; Texas Migrant Council - Mobile Head Start Program; California Plan for the Education of Migrant Children - Regional Plan; Florida Migratory Child Compensatory Program - Early Childhood Learning, Learn and Earn, and Language Arts Tutorial Programs; New Jersey Migrant Education - Recruitment Program; Demonstration Schools - Somerton (Arizona) and Geneseo (New York); Transitional Program - Springfield (Massachusetts); Secondary Programs (North Carolina); Mobile Units (Colorado); Migrant Centers (Washington, Toppensish Center for the Study of Indian and Migrant Education); and Staff Development Programs - Master's Degree Program (Oregon) and Migrant Teacher Assistant Mini-Corps Program (California). (NQ)

ED 092 279 RC 007 929

Tyler, S. Lyman

A History of Indian Policy.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 73

Note—374p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2402-00031, \$4.25, paper cover)

EDRS Price MF-\$0.75 HC-\$17.40 PLUS

POSTAGE

Descriptors—*Administrative Policy, *American History, *American Indians, Change Agents,

Changing Attitudes, Cultural Background, *Development, *Federal Programs, Individual Power, Life Style, Policy Formation, Political Influences, Reservations (Indian), Resources, Treaties, Tribes

Identifiers—BIA, Bureau of Indian Affairs

The study brings together in one work a brief history of American Indian policy in the United States for the use of students, teachers, government employees, and the general reader. More detail has been supplied for the period since 1930 to enable the reader to see the processes involved in the adoption, administration, and eventual changes in Indian policy. The center of attention has been the development and changes of policy. Historical information concerning the Bureau of Indian Affairs (BIA), and general history has been supplied only as necessary to understand the policy changes. The 10 chapters cover: the nature of Indian policy; the Indian and the European; treaties and Indian trade; tribal removal and concentration westward; reservations for Indian tribes; allotments to individual Indians; tribal reorganization; Indian relocation and tribal termination; Indian policy and American life in the 1960's; self determination through Indian leadership, 1968 to 1972; and Indian policy goals for the early 1970's. The bibliography includes general reference works, unpublished materials, government documents, BIA publications, books, newspapers, and periodical literature. The appendix gives dates significant in the development of Indian policy and administrators of U.S. Federal Indian policy from 1789 to the present. (KM)

ED 092 280 RC 007 930

Ohlendorf, George W.

Educational Projections of Rural Louisiana Youth: A Historical Comparison.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Feb 74

Note—18p.; Paper presented at the Southern Association of Agricultural Scientists annual meeting, Memphis, Tennessee, February 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Academic Aspiration, *Anglo Americans, Educational Objectives, Females, *High School Students, Males, *Negroes, *Rural Youth, Seniors, Tables (Data)

Identifiers—*Louisiana

Changes in educational projections among rural Louisiana high school youths in 1968 and 1972 were examined. A proportionate, stratified, random cluster sampling technique was used to sample students from 20 schools in 4 geographical areas representing different social and economic characteristics. Data were collected by an 18-page version of the 1968 S-61 Southern Youth Study questionnaire and group interviews. Interviews, which took 60 minutes to administer, were conducted by staff members of the Department of Rural Sociology at Louisiana State University. The 1968 questionnaire was slightly modified in 1972. The sample included 542 seniors (325 whites and 217 blacks) in 1968 and 453 seniors (312 whites and 141 blacks) in 1972. The findings of this study are presented in tabular form. (NQ)

ED 092 281 RC 007 931

Pierce, James M.

The Condition of Farmworkers and Small Farmers in 1973. Report to the National Board of the National Sharecroppers Fund/Rural Advancement Fund.

National Sharecroppers Fund, New York, N.Y.

Pub Date [74]

Note—14p.; For related document, see ED076 270

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Agribusiness, *Agricultural Laborers, *Economic Disadvantage, *Farm Labor, Farm Labor Legislation, Health, Housing Needs, Migrant Worker Projects, Racial Discrimination, *Rural Population, *Sharecroppers, Welfare Problems

Little of the profits produced by American agriculture stays in rural America. During 1973, the farmer received less than 46 cents of every food dollar spent at the supermarket even though food prices continued to soar. Farm subsidy payments, originally designed to protect the small

farmer's income, were diverted to corporate giants, large farmers, or, in some instances, royalty. Food price and farm income increases did very little for the small farmer in 1973. Thus, the number of farms continued to decline (an estimated 100,000 people left rural America). Agribusiness corporations received 71% of all profits from the U. S. food industry. Also, the country's 2,809,000 farmworkers are suffering from low wages, seasonal work, limited coverage under protective labor legislation, increased mechanization, lack of alternative job opportunities, few marketable skills, poor education, and critical health and housing needs. Such organizations as the United Farm Workers of America, Southern Mutual Help Association, National Coalition for Land Reform, National Sharecroppers Fund, and Experimental Farm and Training Center are working on these problems, showing that reform and revitalization in rural America are possible. (NQ)

ED 092 282 RC 007 932

McElroy, Robert C.

Migratory Farmworker Problems and Needs.

Pub Date 18 Jun 71

Note—10p.; Remarks before the National Manpower Advisory Committee, Washington, D.C., June 18, 1971

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Federal Government, Immigrants, *Labor Legislation, Manpower Needs, *Migrant Problems, *Migrant Workers, Needs, *Political Power, Program Development, Seasonal Employment, Speeches, Technological Advancement, *Workmans Compensation
Despite much publicity, hearings, legislative efforts, and other minor accomplishments in recent years, migrants are still one of the most disadvantaged and impoverished groups in the U.S. Among their problems is that they have neither the political, economic, nor other means of mitigating their problems. Some of their problems include uncertain jobs, changing work locations, seasonally induced intermittent work periods, traveling to distant areas, temporary and often inadequate housing, low earnings, fewer educational opportunities, and lower educational attainment. Their only hope of alleviating these problems remains in congressional action to: (1) change current laws which exclude farmworkers from social protections and (2) amend the Immigration and Nationality Act, thus reducing the excessive and potentially endless supply of workers from Mexico. Yet, the migrant's crucial need is for a more active and effective policy by the Federal Government to: (1) mitigate the extreme severity of migrancy and (2) determine and implement measures which will help to eliminate migrancy. (NQ)

ED 092 283 RC 007 933

Segor, Joseph C.

Human Relations Training for Social Educators, Teachers and Other Agency Personnel Serving Migrant Children, Section I-B, Component IV: The Economic and Legal Scene. Curriculum Statement.

Florida International Univ., Miami.

Spons Agency—Florida State Board of Regents,

Tallahassee; Florida State Dept. of Education,

Tallahassee. Migratory Child Div.

Pub Date [74]

Note—38p.; Curriculum statement

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Agribusiness, Agricultural Laborers, Child Labor, *Economic Disadvantage, Education, Facility Requirements, *Farm Labor, *Farm Labor Legislation, *Federal Laws, Income, Labor Camps, Legal Responsibility, *Migrant Workers, Welfare, Workmans Compensation

Until recently, American farmworkers have been poor and unorganized. As a result, they have been powerless to protect themselves from different forms of discrimination and exploitation. The rights of farmworkers have been traded off by social reformers in State legislatures as well as the Congress. In the last few years, this has begun to change because of intensive farmworker organizing efforts. This paper reviews the economic status of migrant farmworkers, placing major emphasis on their relationship to the law. Topics covered are: key Federal and State statutes affecting farmworkers; regulations; cases; the rela-

tionship of farmworkers to the justice system; economic disadvantage and legal discrimination; and the effectiveness of agribusiness efforts. (NQ)

ED 092 284 88 RC 007 934

Educational Opportunities of Rural Consolidation: Final Report of District-Wide Opinion Survey—Title III, ESEA Project.

Olympia Community Unit District 16, Minier, Ill. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—47p.; For related document, see

ED082900

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Attendance Patterns, *Community Surveys, *Demography, *Educational Research, Elementary Schools, Federal Programs, High Schools, Parent Attitudes, *Rural Areas, *Tables (Data)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Illinois, *Olympia

In March 1973, a door-to-door District census was directed by the Olympia Title III, Elementary and Secondary Education Act (ESEA) Project Office (Illinois). Assisted by the Olympia Citizens Advisory Council and over 300 volunteers, the ESEA Office obtained population data from the census for the rural area. At the same time, a questionnaire to obtain citizen's opinions regarding education in Olympia was distributed to every adult member of households visited by the census takers. Of the 7,237 questionnaires distributed, 2,486 were returned for a 34.4% response rate. This publication is a report of these responses. In Section I, the responses are tabulated and reported only on a District-wide basis. In Section II, the responses are tabulated and reported by elementary attendance area as well as by District. (KM)

ED 092 285 32 RC 007 935

Early Childhood Objectives for Five-Year-Old Migrant Children. Florida Migratory Child Compensatory Program.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Aug 73

Note—185p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Activity Units, Art Activities, *Early Childhood Education, *Educational Objectives, Instructional Materials, Learning Activities, *Migrant Child Education, *Preschool Children, Preschool Programs, Speaking Activities, Teacher Developed Materials

Identifiers—*Florida

The (1972-73) Florida Migratory Child Compensatory Program covers preschool migrant children (ages 3, 4, and 5). The educational objectives were developed and adopted for use by each of the 21 participating counties. The National Migrant Goals, the Florida Migrant Early Childhood Guidelines, and the Florida Kindergarten Accreditation Standard Goals and Standards were used in setting up the following objectives: (1) provide the opportunity to improve communication skills necessary for varying situations; (2) provide preschool and kindergarten experiences geared to psychological and physiological development which will prepare the migrant child to function successfully; (3) provide specially designed programs in language arts, math, social studies, and other academic endeavors to increase the child's capabilities to function at this potential; and (4) provide specially designed activities to increase the child's social growth, positive self-concept, and group interaction skills. Each section (categorized under these 4 objectives) lists activities and materials used by the 206 program teachers during the school year to achieve these objectives. (NQ)

ED 092 286 RC 007 936

Louisiana Annual Rural Manpower Report. MA 5-79, 1973.

Louisiana State Dept. of Employment Security,

Baton Rouge

Report No—MA-5-79

Pub Date 73

Note—62p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Agricultural Laborers, *Annual Reports, Community Development, Economic Development, *Employment Trends, Human Services, Labor Force, Manpower Utilization, Migrants, Public Relations, Resources, *Rural Farm Residents, *Rural Population, Seasonal Employment

Identifiers—*Louisiana

The Rural Manpower Service Section of the Louisiana State Department of Employment Security, responsible for providing services to agricultural and rural nonagricultural populations, implemented the Secretary of Labor's 13-Point Program. Providing manpower services to migrants, rural residents, and employers was emphasized. During 1973, 105.8 positions were allocated to the Rural Manpower Service programs. The program objectives intended to: (1) improve the quality and increase the quantity of permanent placements in agricultural and rural industries; (2) inform agricultural rural residents about various agency sponsored training programs; (3) provide services in application taking, counseling, testing, and referral to other supportive programs in governmental or private agencies; and (4) gather, interpret, and disseminate agricultural and rural labor market information. Topics in this 1973 annual report are: economic developments; employment and unemployment trends; services for rural people; programs and activities for farmworkers; and community development and public relations activities. Tabular data is given for farm placement operations; day-haul activities; composition of interstate farm migrant groups; interstate seasonal agricultural clearance activities; organization chart; comparison of rural and State labor force; and seasonal employment averages for selected fruits and vegetables for four quarters. (NQ)

ED 092 287 RC 007 937

Feldman, Frances Lomas

Human Services in Rural Alaska: Highlights from the Evaluation of the Rural Areas Social Services Project.

Alaska State Dept. of Health and Welfare, Juneau.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date [71]

Note—224p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Administration, *American Indians, Change Agents, Community Development, Demonstration Projects, Eskimos, Human Services, Organization, Program Evaluation, Recruitment, *Rural Population, *Social Services, *Subprofessionals, *Training Objectives, Welfare

Identifiers—*Alaska, RASS, Rural Areas Social Services Project

The Social and Rehabilitation Service granted the Alaska Division of Public Welfare funds to train and employ qualified Native village people as paraprofessionals who could provide the social services needed while living right in the village. The Rural Areas Social Services Project (RASS), a demonstration and training project aimed at bringing public welfare services to Alaska's rural areas, was planned. Awarded \$328,300 for the first year, operations began in December 1968. The project was awarded \$426,500 for the second year. Nineteen Native human services workers and 2 supervisors were incorporated into the budget. The proposal also provided for evaluative research, which was implemented in July 1969. The Regional Research Institute in Social Welfare (School of Social Work, University of Southern California) and an investigator planned and conducted the evaluation. Evaluation was done by observations, field reconnaissance, and interviews with villagers and Human Services aides. Some of the highlights of the evaluation report, selected by the principal investigator, pertain to: RASS's operations, the evaluative research, case service actions, community development activities, supervisory and administrative supports, coordination functions, recruitment, training, and program effectiveness. (NQ)

ED 092 288 RC 007 938

Super, Charles M.

Infant Care and Motor Development in Rural

Kenya: Some Preliminary Data on Precocity and Deficit.

Spons Agency—Carnegie Corp. of New York, N.Y.; Grant Foundation, New York, N.Y.

Pub Date 6 Apr 73

Note—13p.; Paper presented at the regional meeting of the International Association for Cross-Cultural Psychology, Ibadan, Nigeria, April 2-6, 1973. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Bias, Caucasians, Child Care, Comparative Analysis, Cultural Background, Discriminatory Attitudes (Social), Family Relationship, Individual Development, *Infant Behavior, *Motor Development, *Negroes, *Test Validity, Western Civilization

Identifiers—*Africa, Kenya

Discussing psychology for Africa, particularly rural Kenya, this paper presented two implications for the country and people interested in its affairs. First, although urbanization and "Westernization" are perhaps the most salient aspects of modern Africa, there is little understanding of how family relationships and child care are affected by these processes. The second implication examined the use of differences between black and white babies as evidence for racial superiority, arguing that precocity as a generalized phenomenon is not an accurate way to either conceptualize or investigate African infant development. Infant motor development has become almost a standard focus of African research, starting with Gerber in 1958, but it was not until recently that data were reported to indicate that any differences exist between African and European development. Serious problems remain, however, arising from the use of standard Western infant development tests. It was reported that the early precocity of African infants begins to decline at approximately 18 months, until by the third year they score reliably below Western infants, but it is rarely noted that many of the test items introduced during the second year are distinctly Western. The study concluded that the motor precocity phenomena which are reliably known at present can be adequately explained by the variations in child care and training practices. The theory that there is a general precocity which is "related primarily to genetic factors" fails to acknowledge, and has difficulty in accounting for, the discrete patterning of precocity and deficiency. (KM)

ED 092 289

RC 007 939

Gunlogson, G. B.

A Pattern for Better Living.

American Country Life Association, Sioux Falls, S. Dak.; Countryside Development Foundation, Inc., Racine, Wis.; Small Towns Inst., Ellensburg, Wash.

Pub Date [72]

Note—12p.; Reprinted from Countryside Studies

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Economic Change, *Economic Opportunities, Innovation, Land Use, Living Standards, *Migration Patterns, *Population Growth, Relocation, *Rural Development, Rural Economics, *Socioeconomic Influences, Urban Areas

A distortion has grown up between urban and rural economies creating a condition where neither is able to sustain itself, thus restricting individual opportunities. At one time, 98 percent of the U.S. depended on the rural economy. Interrelated developments such as the input of ideas, enterprise, mechanical innovations, the opening of new and fertile lands, and the formation of new settlements contributed to early rural America's vitality and strength. While the countryside provided the material and human resources, urban centers were converting raw materials into a product. New markets began opening up for products and services in the urban areas. An interdependence and balance existed between urban and rural economies, but now the rural economic framework is no longer a viable structure and has not been for many years. Today, many communities are dying in the rural areas. If rural America is to develop in concert with the rest of the nation, a new kind of economic and social framework needs to be created, including enterprises which can raise the economic level and make it more compatible with the times and conditions of the rest of the nation. (NQ)

ED 092 290

RC 007 940

Bible, Bond L.

Physicians' Views of Medical Practice in Non-metropolitan Communities.

Pub Date 16 Feb 72

Note—7p.; Paper prepared for the Southern Agricultural Workers Association Annual Meeting, Richmond, Va., February 14-16, 1972

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Background, *Environmental Influences, Family Influence, *Geographic Location, Occupational Mobility, *Physicians, Residence Requirements, *Rural Areas, Socioeconomic Influences, Urban Areas

The distribution and availability of physicians and other medical professionals for rural areas were studied during 1967. The 1,853 physicians sampled were in private practice and resided in nonmetropolitan counties of the United States. Data were obtained by a 71 item multiple-choice questionnaire which was mailed 4 times during the summer and fall of 1967. Questionnaire items were divided into 3 headings: (1) background information, (2) medical practice organization, and (3) factors associated with practice and community. Counties or communities were grouped by relative population density for data analysis. Non-metropolitan counties were classified as (1) adjacent to metropolitan areas, (2) isolated semirural (which contains an incorporated place of 2,500 or more), and (3) isolated rural. Findings indicated that (1) a significant relationship exists between size of place where he was reared; and (2) physicians were influenced by some particular individual characteristics, situational factors, best opening when ready to practice, geographic preference, family, suggestions of friends, nearness of an internship place, State assistance, and American Medical Association physicians' placement services. (NQ)

ED 092 291

RC 007 941

Johnson, Clara L.

Premarital Sex and Family Planning Attitudes: A Report of a Pilot Study in a Rural Georgia County.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—SRS-G-10-P-65015-4

Pub Date 16 Feb 72

Note—17p.; Paper prepared for the Association of Southern Agricultural Workers annual meeting, Richmond, Va., February 13-16, 1972

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Adolescents, Adults, *Behavior Patterns, Dropouts, Illegitimate Births, *Low Income Groups, Marital Status, Minority Groups, Negroes, *Pregnancy, Pregnant Students, *Rural Areas, Sexuality, Social Attitudes

Identifiers—Georgia

Adolescent pregnancy, especially among low income non-white groups, is becoming a matter of increasing concern. Data indicated that pregnancy in the adolescent, especially under age 16, is associated with high incidences of toxemia, anemia, contracted pelvis, prolonged labor, and a high maternal death rate. It is also the largest single reason why female students drop out of secondary schools. Considering the relationship between teenage pregnancy and poverty, the paper focused on adult female attitudes toward sexual and contraceptive behavior for single, never pregnant, teenage girls. A questionnaire was administered by public health nurses to 50 black Aid for Dependent Children (AFDC) clients in rural Georgia. The study population, which was socioeconomically homogeneous, included 15 respondents who were 19 years of age; 19 who were between 20 and 29; 13 between 30 and 39; and 3 above 40. Eighteen were single; 16 were married; 16 were separated (2 widows were included). Vincent's hypothesis of normative contradiction held for single and separated respondents in their permissive attitudes toward premarital sex and negative attitudes toward illegitimacy. The results seemed to suggest that premarital sex attitudes were more related to the respondent's sexual behavior than to age or role position. It was also noted that the results of this study cannot be taken as representative of low income blacks. (KM)

ED 092 292

RC 007 942

Weisner, Thomas S.

One Family, Two Households: Rural-Urban Kin Networks in Nairobi.

Harvard Univ., Cambridge, Mass.; Nairobi Univ. (Kenya).

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [70]

Note—36p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Change Agents, Community Surveys, Employment Patterns, *Family Background, Family Mobility, Field Studies, *Migration Patterns, *Models, *Research Methodology, Research Needs, *Rural Areas, Tribes, *Urban Areas, Urban Immigration, Western Civilization

Identifiers—Africa, Kenya, *Nairobi

The document examines appropriate units for studying changes in family relations and rural-urban ties, including the importance of the increasing interdependence of rural and urban contexts in family interaction. There have been two broadly contrasting approaches to the problems of urbanization and family change in Africa: (1) "one-way" model which postulates a generally progressive, unidirectional Westernization and nuclearization of families as urban migration, industrialization, and other modernizing influences increase; (2) "alternation" model which concentrates on the interplay of tribe and town within a variety of urban settings. These two approaches often work at cross purposes, or explain different sets of data, even though both share a common set of analytical data. Since these models use the urban social system as an explanatory variable, it is then essential to show that such "urban" factors are not also found to some degree among similar rural residents of the area from which men have migrated. The paper also examines some of the processes which generate household form among urban and rural samples of men and their families in Kenya. The major process of social change which influenced the study design is defined as the interaction by urban migrants in rural-urban networks of kin. An Abaluyia sub-tribe in Western Kenya, 230 miles from Nairobi, was chosen as a rural base. This area (Kisa) has a high proportion (55 percent) of its adult males working away in urban areas throughout East Africa, mostly Nairobi. As yet incomplete, these data evaluate whether or not the network is an arbitrary research creation. (KM)

ED 092 293

RC 007 943

Forbes, Norma

Effects of Attitude and Intelligence Variables Upon the English Language Achievement of Alaskan Eskimo Children.

Pub Date Jan 72

Note—68p.; Master's Thesis, San Jose State College, San Jose, California

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Bilingualism, Child Development, *Cognitive Development, Comparative Analysis, Cultural Factors, *Cultural Pluralism, English (Second Language), *Eskimos, Intelligence Level, Native Speakers, Performance Factors, Rural Areas, *Self Concept

Identifiers—*Alaska

In recent years there has been increasing interest in the effects of bilingualism on cognitive growth and on the bilingual's attitude toward himself and his 2 language communities. One of the most widely quoted studies on bilingualism is that of Peal and Lambert (1962) who dealt with the relation between intelligence, attitude, and achievement in English as a second language for French Canadian children in Montreal. This 1972 study investigated whether the results of that study, which examined urban middle-class children who shared a western European background with their second language community, could be applied to village Eskimo children learning English. Fifty-six 10 year old Eskimo children in 6 villages in southwestern Alaska were tested and their families interviewed. All testing and interviewing was done in Yupik dialect by natives of the area. The conclusions of the Peal and Lambert study were not found to be directly applicable to Eskimos, although there were some similarities. For village children, attitude, in terms

of desire to emulate the white's way of life, is related to the mastery of form, but not to the mastery of the content, of English. Attitude toward self emerged as a significant factor affecting the performance of Eskimo children on measures of mental ability and in achievement in the meaningful use of English. (KM)

ED 092 294 RC 007 944

Wahab, Zaher

Teacher-Pupil Transaction in Bi-racial Classrooms; Implications for Instruction.

Pub Date 73

Note—14p.; Paper presented at the Annual Convention of the Pacific Sociological Association (San Jose, California, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, *Anglo Americans, Classroom Integration, Comparative Analysis, *Elementary School Students, Interaction, *Intermode Differences, Literature Reviews, *Mexican Americans, Student Attitudes, *Student Teacher Relationship

The study examined teacher-pupil transaction in racially mixed classrooms and the effect on the student's degree of participation, learning, and attitudes toward self and school. Conducted at the Grove Elementary School (fictitious name) in Sonora (fictitious name), California, the study divided students into four categories (Anglo boys, Anglo girls, Chicano boys, and Chicano girls) to see if teachers extend differential treatment. Fifteen classes (grades 1-6) were observed for 214 hours. Teacher-pupil interaction was studied in seven categories: reward, punishment, control and management, teacher assigning academic-prestigious and nonacademic-prestigious tasks, and nontask academic and nonacademic teacher-pupil interaction. Data were collected through standard ethnographic techniques (participation, observation, and interviews), modified interaction analysis schemes, questionnaires administered to the school personnel and the fourth, fifth, and sixth grade students, critical incidents, enumeration, census data, and an Occupational Interest Inventory. It was found that: (1) teachers interacted more with Anglo than with Chicano students; (2) Anglo boys ranked highest in all seven interaction categories; (3) Anglo girls came second in four of the seven areas; (4) teachers interacted least with Chicano girls in all categories; and (5) teachers interacted more with boys than girls in all areas. (NQ)

ED 092 295 RC 007 945

Wahab, Zaher

Barrio School: White School in a Brown Community.

Pub Date 2 Dec 73

Note—14p.; Paper presented at the Annual Convention of the American Anthropological Association (New Orleans, Louisiana, November 28-December 2, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Acculturation, Biculturalism, *Cultural Background, Culture Conflict, *Educational Policy, Family Influence, *Mexican Americans, Role Perception, *School Environment, School Role, Values

Identifiers—*Chicano

As an agent of the sociocultural system, the school is a formal means of cultural transmission, conveying values, skills, attitudes, cognitive skills, and behavior patterns necessary for membership in society and survival of the sociocultural system. For the Mexican Americans and other immigrants, the school also has the responsibility of acculturation. Concealed, established, managed, and staffed largely by white middle class Anglos, the school is more or less an extension of the Anglo child's family. But for the Mexican American child, the school is a source of stress, alienation, cultural confrontation, and oppression. This paper discusses the school as it relates to the Chicano community. A discussion of the Chicano child's background includes: (1) the importance of religion in every aspect of life; (2) the family as the main source of support, security, affection, and identity; (3) the ideal male role of machismo; (4) the common values of honor, self-respect, and self-sufficiency; (5) parents as role models; (6) competitiveness in school; and (7) the home life and traditional Mexican culture which are in sharp contrast to the mainstream and the school culture. Among the 17 educational policy recom-

mendations are: making schools bilingual and bicultural; recruitment and training of more Chicanos in schools; and extensive re-education of all school personnel. (NQ)

ED 092 296 RC 007 946

Jackson, Virginialee D.

A Descriptive Study of Teacher Education Programs for Navajo Indian College Students.

Pub Date 74

Note—30p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Alternative Schools, *American Indians, College Students, Community Involvement, *Elementary School Teachers, Federal Programs, History, Philosophy, *Program Descriptions, *Reservations (Indian), *Teacher Education

Identifiers—*Navajos

The paper describes four alternative teacher training approaches offering Navajo Indian college students the opportunity to become certified classroom teachers within proximity of their homes and jobs on the reservation. Programs discussed include Navajo Tribal Teacher Education Program, Career Opportunities Program, Teacher Corps, and a representative regular college program offered by Northern Arizona University, Flagstaff. The purpose of the paper is to give prospective Navajo teachers insight into the ways and means of obtaining the education prerequisite to becoming fully certified elementary school teachers, hopefully encouraging an increased number of Navajos to enter the teaching profession and to remain on the reservation. Two of the approaches discussed are associated with nationwide, federally funded programs. An attempt is also made to describe the history and philosophy of the Career Opportunities Program and Teacher Corps. (Author/KM)

ED 092 297 88 RC 007 947

Edington, Everett D. Pettibone, Timothy

Project HEED. Final Evaluation Report, 1973-74.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education; Sacaton School District 18, Ariz.

Pub Date 1 Jul 74

Note—134p.; For related documents see RC007887 through RC007890

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Academic Achievement, Affective Behavior, *American Indians, *Educational Assessment, Educational Programs, Field Trips, Motivation, *Program Evaluation, *Reading Achievement, Self Concept, *Special Education, Tables (Data)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Heed Ethnic Educational Depolarization, Project HEED

1973-74 approximately 1,100 Indian students in grades 1 through 8 participated in Project HEED (Heed Ethnic Educational Depolarization) in Arizona. The project target sites were 59 classrooms at Sacaton, Selis, Peach Springs, San Carlos, Topowa, Many Farms, St. Charles Mission, and Hoteville. Primary objectives were: (1) improvement in reading skills, (2) development of cultural awareness, and (3) meeting the special educational needs of Indian children. The evaluation covered 6 basic areas: reading performance, self concept, special education, student group and individual participation, cultural awareness, and management objectives. Various tests were administered, such as: the DISTAR Mastery Tests; Wide Range Achievement Test; the Primary Self Concept Inventory; and the Self Appraisal Inventory. Some of the findings were: (1) little positive change, and in many instances a retrogression, in self concept; (2) reading readiness patterns were at or above grade level in all but 1 of the kindergartens; (3) little or no growth in most of the 7th and 8th grades; (4) field trip participation by all sites; (5) an expansion of special education services; and (6) success with the DISTAR program as far as the mastery tests were concerned. (NQ)

ED 092 298 RC 007 948

Gillam, Marshall R.

American Indians as Student Teachers.

Pub Date 22 Nov 73

Note—22p.; Paper prepared for the National Council for the Social Studies (San Francisco, California, November 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*American Indians, Community Involvement, Cultural Differences, Literature Reviews, Program Descriptions, Role Models, School Community Relationship, *Secondary Grades, *Social Sciences, *Student Teachers, *Teacher Education

The Indian Teacher Training Project in Secondary Social Science Education (University of Georgia) was funded by the Bureau of Indian Affairs for 2 years (August 1971–June 1973) to train American Indian students as social science educators to teach Indian students. These students, recruited from the Southeastern and Southwestern United States, transferred to the university to complete their junior and senior years. Maximum enrollment in the project was 16. In June and August of 1973, 11 students completed academic training and graduated; 3 failed to maintain the university's academic standard; 1 resigned for personal reasons; and 1 joined another Indian Teacher Training Project. The program was divided into: academic training, professional training, internship teaching, and community involvement. Training was done on the university campus, in two Indian schools and one public school system. This paper presents an overview of the program and some implications for its continuation. Principle questions considered relate to the degree of "Indianness" among the Indian student teachers, the differences between Indian student teachers in Indian and non-Indian schools, and the advisability of developing or continuing special programs for Indians as prospective teachers of Indian children. (NQ)

ED 092 299 RC 007 949

Indian Voices: The Native American Today.

American Indian Historical Society, San Francisco, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 74

Note—244p.; Report on the Second Convocation of Indian Scholars (Aspen Institute for Humanistic Studies, Aspen, Colorado, September 1971)

Available from—Indian Historian Press, Inc., 1451 Masonic Avenue, San Francisco, California 94117 (\$6.00)

Document Not Available from EDRS.

Descriptors—*American Indians, Civil Rights, Communication (Thought Transfer), Conference Reports, Curriculum Development, Health Occupations, Land Use, Leadership, *Legal Problems, Museums, *Natural Resources, *Symposia, *Water Resources

Identifiers—*Second Convocation of American Indian Scholars

The Convocation of American Indian scholars was conceived, organized, and directed by the American Indian Historical Society. The first convocation was held at Princeton University in 1970. Unlike conventions, the convocations are called when emergencies in Indian life exist, when changes are needed, and when new directions are emerging. This second convocation responded to the desperate struggle of the Indian people to protect their rights, particularly in the area of natural resources. With the exception of a specialist on water rights, the meeting was restricted to Indians. It was also felt that the convocation should stir up ideas and independent thought in education, curriculum development, and health professions. This report is offered as a means of communicating what the Indians themselves think about the issues confronting them today. It is also emphasized that the participants were individuals involved in Indian affairs who do not necessarily speak for their tribes or organizations. Discussion areas are: Water Rights: Life or Death for the American Indian; Goals and Perspectives of the American Indian in Education; Education and the American Indian; Curriculum Development; Land Use and Economy on Indian Reservations; Health Professions and the American Indian; Museums and the American Indian; and the Indian Claims Commission. Additionally, conference participants and their tribal affiliations are also listed. (KM)

ED 092 300 RC 007 950

Peters, Richard O.

Strategies to Affect Student Awareness of Natural and Social Environments in Outdoor Education: A Resource Guide.

Pub Date [73]

Note—19p.
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Camping, *Educational Strategies, *Enrichment Activities, Field Trips, Films, Games, Learning Activities, *Outdoor Education, *Reference Materials, *Resource Guides, Simulation

Several instructional strategies have been developed and employed to affect student awareness of natural and social environmental settings. Three instructional strategy orientations have been structured for affecting student conceptual learning and values acquisition—clarification: affective, cognitive, and affective-cognitive. Outdoor education is an instructional strategy which exposes students to environmental settings in an attempt to develop their awareness and appreciation of total life-space phenomena. This paper discusses strategies representing both direct and vicarious instructional activities for students in grades K-12. These are: (1) the Learning Laboratory; (2) the Mobile Classroom; (3) sound film and video tape simulations; (4) games and simulations; and (5) field, hiking, and camping trips. A list of 35 reference materials pertaining to these strategies is also given. (NQ)

ED 092 301 RC 007 951

Abraham, Pauline

Bibliography: Indians of North America, Mexican American, Negroes—Civil Rights. An Annotated List.

Pub Date May 74

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*American Indians, *Annotated Bibliographies, Civil Rights, Fiction, *Mexican Americans, *Negroes, Paperback Books, *Secondary School Students

The annotated bibliography provides a list of books, fiction and nonfiction, for use in junior and senior high schools. Each entry is arranged alphabetically, giving author, title, publisher, copyright date, length, cost, and a recommended source. Paperback editions are indicated by "pa." The annotations help to point up the weaknesses and strengths of each book. Approximately 70 citations are given in each of the 3 sections, which cover Indians of North America; Mexican Americans; and Negroes and civil rights. (KM)

ED 092 302 RC 007 952

Millward, Robert E.

Attitude Development Through Outdoor Education. Penn State HPER Series No. 1.

Pennsylvania State Univ., University Park. Coll. of Health and Physical Education.

Pub Date 73

Note—212p.

Available from—Penn State University, Penn State HPER Series, 275 Recreation Building, University Park, Pennsylvania 16802 (\$3.50)

Document Not Available from EDRS.

Descriptors—Affective Objectives, Camping, *Changing Attitudes, Cognitive Objectives, Conservation Education, *Evaluation Methods, *Objectives, *Outdoor Education, *Program Evaluation, Psychomotor Objectives, Residential Programs

In this monograph, information for developing camp objectives, evaluation instruments, and program activities is presented. It includes: a brief treatise on the development of outdoor education programs; information related to the construction of behavioral objectives; attitude formation, change, theory, and measurement; a description of the research procedures and the school camp program along with the attitude inventory; an analysis of the research results at West Jefferson Hills School District (Pleasant Hills, Pennsylvania); and a summary with conclusions based on the attitude inventory results, and recommendations for future programs. The methods for constructing objectives and developing the attitude instrument were used in developing and evaluating a sixth grade outdoor resident experience for West Jefferson Hills School District during spring 1970. Information in this monograph pertaining to the West Jefferson Hills study includes the problem statement, term definitions, study limitations, the hypotheses, a brief history of Pleasant Hill's early outdoor programs, a detailed description of the 1970 outdoor resident experience, and a description of the methodology used in constructing and piloting the attitude inventory. (NQ)

ED 092 303

Icolari, Dan, Ed.

Reference Encyclopedia of the American Indian.

Second Edition—Volume 2, "Who's Who."

Pub Date 74

Note—291p.; For related document, see ED 082 895

Available from—Todd Publications, 11 Third Street, Rye, New York 10580 (\$15.00)

Document Not Available from EDRS.

Descriptors—*Adult Leaders, *American Indians, Anglo Americans, *Biographical Inventories, Community Involvement, *Individual Characteristics, Interests, Opinions, *Reference Books The alphabetical biographical listings include American Indians prominent in Indian affairs, business, the arts and professions, as well as non-Indians active in Indian affairs, history, art, anthropology, archaeology, etc. These sketches concentrate primarily on professional achievement, excluding the usual personal data, such as name of spouse, date of marriage, and children. Most of the information was culled from research questionnaires completed by the individuals themselves; when unavailable, other reliable published resources are included. When possible, direct quotations have been employed to give an insight into the life and work of each biography. Home and/or business addresses are included when available. Also, the preface to this second volume discusses the history of the encyclopedia and the methods employed in researching and arranging the material. (KM)

ED 092 304

Landin, Grace

A Study of Three Chippewa Families at Warroad, Minnesota and Their Historical and Cultural Contributions.

Pub Date May 72

Note—144p.; M.S. Ed. Thesis, Moorhead State College. Certain photographs may copy poorly

Available from—Inter-Library Loan, Moorhead State College, Moorhead, Minnesota

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Adult Leaders, *American History, *American Indians, *Cultural Background, *Family Influence, Family Status, Group Unity, Handicrafts, Individual Power, Interviews, Religion, Treaties, Tribes

Identifiers—*Chippewas, Minnesota

The study presents some aspects of American Indian history and culture of the Warroad, Minnesota region, examining three well-known Chippewa families—Ka-Kay-Geesick, Lightning, and Thunder. These families were selected because of their significance in the area—Ka-Kay-Geesick was a well-known medicine man; the Lightning name is associated with craftwork; the Thunder family has had a succession of five chiefs, including the present chief. The material was gathered over a 2-year period, principally by personal interviews with family members. The study includes a literature review, the stories of these three families, including the Warroad Indian today, family photographs, and economic trends. A discussion of the arts, crafts, and industry of the Chippewas includes picture stories, folklore, and a Wendigo folktale. The appendixes give Treaty No. 3, a historical review of the Red Lake Indians, the Indian census role, Margaret Lightning's personal story, excerpts of 1904 promotional materials, and a discussion of the Buffalo Point Project and the Council for Quality Education. (KM)

ED 092 305

Horton, Billy D.

The Appalachian Volunteers: A Case Study of Community Organization and Conflict.

Pub Date 71

Note—160p.; M.A. Thesis, University of Kentucky

Available from—Inter-Library Loan, University of Kentucky, Lexington, Kentucky

Document Not Available from EDRS.

Descriptors—Activism, *Change Strategies, College Students, Community Services, *History, Masters Theses, Organizational Change, *Poverty Programs, *Rural Areas, *Voluntary Agencies, Volunteers

Identifiers—*Appalachian Volunteers

The Appalachian Volunteers (AV's), conceived by Federal, State, and private interests in February 1964, were sponsored by the Council of the Southern Mountains. The organization un-

RC 007 955

dertook weekend and vacation projects using college students to repair and renovate one-room schools in isolated areas of eastern Kentucky, later including summer projects such as recreational, remedial, and curriculum enrichment programs. In May 1966, the AV's broke with the council because of different interpretations of the degree of activism by the volunteers. This study explains the creation, historical development, and demise of the AV's, completing a historical case study of the AV's involvement in central Appalachia's poverty fight. Certain types of unobtrusive data serve as the primary sources of information about the organization. Available documents such as the constitution, bylaws, and its revisions; minutes of board and staff meetings; memos; letters; and newspaper accounts indicate changes in the organization's goals, structure, and strategies. The typology of the relationship between goals, structure, and strategies developed by Rein and Morris was used. The study attempts to ascertain and analyze factors contributing to specific changes and their interrelatedness. Some assessment of the adequacy of the Rein and Morris typology for dealing with this problem is also made. (NQ)

ED 092 306

Hopkins, Thomas Robert

Educational Provisions for the Alaskan Natives

Since 1867.

Pub Date Jan 59

Note—116p.; M.E. Thesis, University of Texas

Available from—Inter-Library Loan, University of Texas, Austin, Texas

Document Not Available from EDRS.

Descriptors—*Administrative Organization, *American History, *American Indians, Bilingualism, Boarding Schools, Change Agents, Cultural Background, Economic Factors, *Educational Policy, Environmental Influences, *Eskimos, Federal Programs, Handicrafts, Legal Problems, Natural Resources, Religious Agencies

Identifiers—*Alaska

The study compiles and records the history of the administration of education for Alaskan natives since the United States purchased the territory from Russia in 1876. Chapter 1, An Overview of the Development of the Alaskan Native, covers the development of missionary and government schools, the growth and development of Native education from 1906 to 1931, and the intervention of the Bureau of Indian Affairs (BIA). Chapter 2, Curriculum Problems, explains missionary, reindeer and relocation influences, Native arts and crafts, health and sanitation needs, and bilingual influences. The Administrative Structure of Alaskan Native Education Under the Bureau of Indian Affairs, chapter 3, describes the administrative and supervisory structure prior to 1931 and since 1931, educational objectives for Alaskan Native education, the administrative functions of the Alaska BIA branch, and the legal status of the Alaskan Native. The report emphasizes that, in considering Native education in Alaska, the unique influences which are not found in other States, such as a vast land area, extreme temperatures, travel difficulties, and cultural differences, must be considered. (KM)

ED 092 307

Moser, Collette, Comp.

Manpower Services in Rural America. Proceedings of a Conference (Michigan State University, December 13-14, 1973).

Michigan State Univ., East Lansing. Center for Rural Manpower and Public Affairs.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—G-21-26-73-52

Pub Date 14 Dec 73

Note—219p.; For related documents, see ED 064 005, and ED 075 155, and RC 007 965

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Community Agencies (Public), *Conference Reports, *Delivery Systems, Equal Facilities, Experimental Programs, *Human Services, Local Issues, *Manpower Development, Problems, *Rural Areas, Service Workers

Examining what manpower services are to be delivered, how they can be delivered, and how to gain the support of State and local governments, the conference on rural America aimed at im-

proving equity of access for rural residents. The opening paper examines the delivery of public services in rural areas; the second session deals with the particular problem of manpower service delivery, including the daily problems faced by the U.S. Department of Labor's (DOL) Employment Service. In the third session, both general methods and experimental projects are examined for experiences with different rural manpower service delivery methods; the second half of this session discusses delivery methods in three types of experimental programs of the Rural Manpower Service, DOL, which were begun as early as the mid-1960's. Session 4, the implementation of rural manpower delivery plans, focuses on institutional barriers, decentralization and revenue sharing, State support, and equity for special groups. The conference summary sees the future of rural manpower systems in the development of linkages between rural and urban areas and a modern-day labor exchange capable of dealing with a diverse clientele and their problems. Held in Denver, Colorado, December 1973, the conference was made possible by a grant from DOL. (KM)

ED 092 308 RC 007 965

Rainey, Kenneth D.
Public Services in Rural Areas.
Pub Date 73

Note—28p.; For related document, see RC 007 964

Available from—Not available separately, see RC 007 964

Document Not Available from EDRS.

Descriptors—Community Agencies (Public), Conference Reports, *Cost Effectiveness, *Delivery Systems, Equal Facilities, *Human Services, Local Issues, Maps, Population Trends, *Problems, *Rural Areas, Rural Urban Differences, Speeches, Use Studies

The paper examines issues in the delivery of public services in rural areas. The importance of access to urban areas in identifying differences in rural delivery problems is emphasized. It is no longer accurate to equate "rural" with agriculture and farming, drawing a distinction between those who have easy access to an urban area and those who live far from city and town. Maps are given which show the regional (east and west of the Mississippi) differences in population distributions and their proximity to urban areas. If the rural area has access to an urban area, delivery problems are more related to developing an efficient scale of operation, but if the area is in a remote region, delivery problems are of a different magnitude. The paper examines how the three cost factors of distance, density, and technology have influenced the delivery in rural areas of such services as education, health, water and sewer, public safety, highways, and recreation, calling for more imaginative and efficient use of rural capital investments, such as school buses, in the delivery of these. The report concludes that, in substantial portions of the United States, it should prove possible to provide adequate levels of public services for reasonable costs, but some people who live outside of these domains face the choice of accepting lower standards of services or moving. (KM)

SE

ED 092 309 SE 014 066

Battaglini, Dennis Wood
An Experimental Study of the Science Curriculum Improvement Study Involving Fourth Graders' Ability to Understand Concepts of Relative Position and Motion Using the Planetarium as a Testing Device.

Pub Date 71
Note—103p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-8629, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Discovery Learning, Doctoral Theses, Educational Research, *Elementary School Science, *Instruction, Relativity, *Science Course Improvement Project, Science Education, Scientific Concepts, Testing

Identifiers—Research Reports, Science Curriculum Improvement Study, SCIS

Reported is a study to evaluate the Science Curriculum Improvement Study (SCIS) program at the fourth-grade level, in particular the unit, "Relativity." To avoid the problems of a written test, an alternative test involving examples of relative position and motion was developed. This 30-item planetarium test was used as a pretest and posttest administered to nine classes of SCIS fourth-grade students and six classes of the non-SCIS students (control group). Analysis of covariance was used to test the null hypothesis of no significant difference in adjusted mean scores. Both groups improved their mean scores on the posttest. The SCIS students showed a much greater gain from pretest to posttest, significant at the .05 level. It was concluded that the students enrolled in the SCIS, after having received the material presented in the selected unit, had a significantly greater ability to understand the concepts than a comparable group of students who had not received such instruction. (Author/EB)

ED 092 310 SE 014 071

Christiansen, Lee Eugene
An Analysis of the Training, Attitudes, and Competence of the Preservice Elementary Teacher in Science Education at the University of Oregon.

Pub Date 71
Note—94p.; Ph.D. Dissertation, University of Oregon

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-8517, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Elementary Education, *Elementary School Science, *Elementary School Teachers, Preservice Education, *Science Education, Student Teaching, *Teacher Attitudes, Teacher Characteristics, *Teacher Education

Identifiers—Research Reports

The major purpose of this study was to analyze the training, attitudes, and competence of the preservice elementary teacher in science education. Sixty-eight preservice teachers in elementary education, participating in the terminal student teaching experience, provided the sample population for this study. The following instruments were used: (1) Stanford Achievement Test - High School Science Battery, (2) three attitude inventories, (3) Science Content Course Inventory, and (4) Student Questionnaire. The latter two instruments were developed by the researcher. Seven hypotheses related to the training, attitudes and competence were tested. The analysis of data involved the "t" distribution method for significant differences and the Pearson Product Moment for significant relationships. Descriptive statistics were employed in analyzing related research issues. Preservice elementary teachers with more positive attitudes toward science content courses obtained higher achievement scores and exhibited more positive attitudes toward teaching elementary science. Those who displayed more positive attitudes toward the methods course reflected more positive attitudes toward the teaching of science. All perceived science as an integral part of the elementary curriculum, but more than 50 percent indicated science content as their main area of concern in teaching elementary science. (Author/EB)

ED 092 311 SE 014 076

Myers, Mary Jayne
A Study of the Identification of Classroom Practices of Teachers in the Use of Three New Junior High School Science Curricular Programs.

Pub Date 71
Note—71p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-9088, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Curriculum, Doctoral Theses, Educational Research, *Instruction, Junior High School Students, *Science Course Improvement Project, Science Education, *Secondary School Science, *Teacher Behavior, Teaching Procedures

Identifiers—Research Reports

Reported is a study to identify classroom practices of teachers using three new junior high school science curricular programs. Data from a 36-item student perception instrument, the Stu-

dent-Teacher Participation Checklist (STPC), were obtained from a sample of 493 students. The teachers of these students were participants in a National Science Foundation teacher training institute. The STPC was based on four areas of agreement identified in the three curricula under study: the Earth Science Curriculum Project (ESCP), Introductory Physical Science (IPS), and the Intermediate Science Curriculum Study (ISCS). The areas of agreement were: (1) materials are student-oriented; (2) use of textbooks; (3) the materials are structured for individual and small group participation; and (4) the teacher's role is that of a resource person. The practices identified were: (1) the teacher's role, (2) the students' participation, (3) the textbook and its use, (4) laboratory preparation, and (5) laboratory participation of the students. The results of the study indicated that students perceived their teachers performing toward the desired goals of the curriculum. Seven specific practices were identified as standard for the classrooms used in this study all favoring the rationale and philosophy of the programs under study. (Author/EB)

ED 092 312 SE 014 082

Illingworth, Bruce Leonard
Self- and Supervisor-Feedback in Microteaching by Pre-Service Teachers.

Pub Date 71
Note—78p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-7969, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Evaluation Techniques, *Feedback, *Microteaching, *Preservice Education, *Supervision, Supervisory Methods, *Teacher Education

Identifiers—Research Reports

A major drawback in microteaching by preservice teachers is the limited availability of university supervisors to supply feedback regarding the microteaching performances. This researcher investigated the effectiveness of feedback supplied by the preservice teachers themselves. Thirty preservice teachers participated in the study. Each microtaught three times, with all performances being videotaped. The teachers were instructed to focus their efforts on the skill of effective questioning. Groups were randomly assigned to include one with a university supervisor contributing feedback, one group having team members only, and the control group, receiving no feedback. A procedure for evaluating the lessons was outlined for use by the university supervisors and teachers. At the conclusion of the microteaching, the teachers were administered an attitude survey to detect differences resulting from the different feedback conditions. Judges rated the lessons for skill of effective questioning. Results indicated no significant differences between the treatment groups. The final mean pooled-judges' ratings for the groups that received feedback were significantly higher than those of the control group. It was indicated that all groups accepted the microteaching technique. (Author/EB)

ED 092 313 SE 014 098

Reis, Richard Mark
A Comparison Between Two Laboratory Programs Designed to Develop an Understanding of Hypothesis Formation and Testing.

Pub Date 71
Note—221p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-11,645, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*College Science, Doctoral Theses, Educational Research, *Group Discussion, *Hypothesis Testing, *Instruction, Science Education, *Science Programs, Scientific Enterprise

Identifiers—Research Reports

This study compared two different laboratory programs in a physical science course for non-science majors. One program, Program X, centered around a continuing experiment where the students themselves attempted to function as a

team of scientists. Program Y was a direct examination of scientists and their work by having the students study reports of contemporary scientific work and by having them visit and participate in discussion sessions with practicing scientists. The sampling population included 48 students registered for Physical Science I. Three teaching assistants taught the laboratory sections and each was responsible for one program Y section and one program X section. Null hypotheses were stated relating to recognition and formulation of hypotheses, testing of hypotheses and attitudes of scientists regarding their work. Testing instruments were used to measure differences. Student questionnaires and student interviews were used to measure the attainment of objectives as well as to measure students' interest and attitudes concerning the program and instructors. The analysis of covariance used with laboratory test scores yielded no significant differences when the variable aptitude was controlled for, nor for teacher effect. Student interviews indicated significant differences, but each in favor of their specific experiences within the respective groups. Program Y did require more teacher preparation. Program X was a more expensive program. (Author/EB)

ED 092 314 SE 014 305
Solfonk, Jacqueline Ann

Invented Belief Orientations of Selected Adolescents.

Pub Date 71

Note—161p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-12,392, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Adolescents, *Beliefs, College Students, Doctoral Theses, *Drug Abuse, *Drug Education, Educational Research, Secondary School Students

Identifiers—Research Reports

This study examined the belief orientations related to drugs of selected adolescents. Drug use was considered a result of arrested belief orientation development. The sample consisted of 382 subjects (drug users) from secondary school level through college. Data were collected from the Conscience Orientation Test and the Balanced Three Factor Q Sort administered to rural American high school subjects. The Conscience Orientation Test and Balanced Four Factor Q Sort were administered to the college drug users. Results listed include: (1) freshmen belief orientations were biased since they were not equally distributed among the four categories (as tested by chi-square); there were too few Hedonist responses, too many Phenomenalist responses, a reasonable number of Integratist responses, and too many Normative responses; (2) sophomore belief orientations were considered biased on the same premise. Similar results were indicated for juniors and seniors. The college drug user belief orientations were biased in the following directions: too many Hedonist responses, too few Phenomenalist, too many Integratist, and too few Normativist responses. There were no significant differences among the five groups in the overall way that they answered the Balanced Three Factor Q Sort (as tested by F test and t test). (Author/EB)

ED 092 315 SE 015 056

Bryant, Napoleon, Jr.

The Effects of Performance Objectives on the Achievement Level of Selected Eighth-Grade Science Pupils in Four Predominantly Black Inner City Schools.

Pub Date 70

Note—100p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,368, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Behavioral Objectives, Doctoral Theses, Educational Research, *Inner City, Junior High School Students, *Low Achievers, *Negro Students, Science Education, *Secondary School Science

Identifiers—Research Reports

Reported is a study to determine the effects of performance objectives on the achievement level of low achieving science pupils in four predominantly black inner city schools. Six teachers and 210 pupils were involved in the study. Three teachers were trained to develop and use performance objectives as an instructional technique. Pedagogical techniques ordinarily used by the other teachers were not altered. A criterion test was developed by both trained and untrained teachers and administered to the pupils at the end of the study. The independent variables were Treatments, Sex of pupil, Trained or untrained teacher, and Individual teachers. Performance on the Criterion measure was the dependent variable. Data were analyzed by a one way analysis of variance; an analysis of covariance for randomized group design, with IQ as the covariate; Duncan's New Multiple Range Test; and a subjective evaluation of statements of attitudes and opinions from both pupils and teachers. Results showed that the teacher remains as an important factor in determining the success or failure of pedagogical techniques used in instructing low achievers. Use of performance objectives appeared to facilitate the presentation of course content. (Author/EB)

ED 092 316 SE 015 064

Green, Richard Arthur

The Feasibility of Teaching Selected Concepts Related to the Particle Nature of Matter to Students in Grades Two Through Six.

Pub Date 70

Note—338p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-3459, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Concept Formation, *Concept Teaching, Doctoral Theses, *Educational Research, *Elementary School Science, *Instruction, Science Education, *Scientific Concepts

Identifiers—Research Reports

Reported is a study to determine the feasibility of teaching selected concepts related to the particle nature of matter to students in grades 2-6. The lessons developed for this study did not require a high student reading ability, did not require more than one-half hour of time, included the use of analogous mechanical models whenever possible, and emphasized student activities and participation in model building. The opinions of the teachers and students regarding the feasibility of the lessons were ascertained by using questionnaires. Five criteria were established and if satisfied, the concept was considered feasible. Fifty percent of the treatment group would have to answer at least 60% (3 out of 5) of the items on a posttest. The experimental group must score higher than the control group on the posttest and higher on the posttest than on the pretest. The predominant teacher and pupil opinion must be positive. The data related to each of the criteria revealed general satisfaction. Twenty-two of the 25 concepts satisfied four of the five criteria (the level set for feasibility) at all grade levels. A simplex analysis revealed no consistent order among the concepts. It was concluded that it is feasible to teach selected concepts related to the particle nature of matter to children in these elementary grades. (Author/EB)

ED 092 317 SE 015 070

Mott, Roger Clyde

An Investigation of the Relationship Between Students' Participation in Traditional or "New Science" and Subsequent Participation, Performance, and Perception of the Study of Science.

Pub Date 70

Note—99p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-13,580, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*College Science, Doctoral Theses, Educational Research, Inquiry Training, *Junior College Students, *Learning Processes, Science Education, Secondary School Science, *Student Attitudes, *Student Behavior

Identifiers—Research Reports

Reported is a study to investigate certain relationships between a student's participation in traditional or "new science" and subsequent participation, performance, and perception of the study of science during junior college. The differences sought were only in terms of the objectives of the study and encompassed such variables as subsequent participation in science, performance, selection of laboratory science courses, scores on standardized tests, and selection of science as a "best learning experience." A series of questions were developed from the implied relationships. A population who had experienced "new science" or traditional science in high school and who had subsequently enrolled in junior college to continue formal study was identified. The student's records from high school and during his enrollment in junior college were used to furnish the data. A multiple regression technique was used to analyze the data. The following general conclusions were reached: (1) students who participated in the "new science" in high school appeared to participate more in all types of science study and appeared to perform better; and (2) perception of science study seemed more closely related to performance and general interest than to experience gained in a particular curriculum. (Author/EB)

ED 092 318 SE 015 074

Rusch, John Jay

Investigation of an Instructional Treatment Designed to Alter Reacting Behaviors of Prospective Secondary Science Teachers.

Pub Date 70

Note—111p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,412, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Behavior Change, *Behavior Patterns, Doctoral Theses, Educational Research, *Instruction, *Peer Teaching, Preservice Education, Science Education, *Science Teachers, Secondary School Teachers, Teacher Behavior, *Teacher Education

Identifiers—Research Reports

The purpose of this study was to develop an instructional procedure which would give student teachers alternative verbal behaviors which could be used in lieu of rating behaviors and to measure the effectiveness of the treatment. The data used were taken from 15-minute audio tapes of science lessons which each of 54 subjects presented to his: (1) peers in the science methods laboratory before instruction, (2) peers in the laboratory three weeks after instruction, and (3) science students in his student teaching classes the following semester. Each of the tapes was analyzed for the occurrence of rating behaviors, acceptance behaviors, and reinforcement-acceptance pairs. Data were collected in five categories: (1) minimal reinforcement, (2) praise, (3) acceptance, (4) rejection, and (5) all reinforcement-acceptance pairs. Students were blocked on four levels of laboratory section, two levels of quarter of student teaching, and three measures of tests. Factorial analysis of variance with repeated measures was used, and significant differences between tests were analyzed by use of the t test for correlated means. The use of minimal reinforcement, rejection, and all rating behavior was not significantly affected by instruction. There was a significant increase in the use of acceptance behaviors during student teaching. Rejection behavior increased in actual teaching situations and increased as a function of time between methods course and student teaching. (Author/EB)

ED 092 319 SE 015 104

Semmens, Ronald L.

The Relationship of Elementary Science Classrooms to Selected Teacher and Student Variables.

Pub Date 70

Note—161p.; Ed.D. Dissertation, The University of North Dakota

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-15,675, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—College Science, Doctoral Theses, Educational Research, *Elementary School

Science, Instruction, *Predictor Variables, Science Education, Science Teachers, *Student Characteristics, *Teacher Characteristics, *Teacher Education

Identifiers—Research Reports

Reported is a study to determine whether or not teacher-interns were aided by a summer science course in reducing discrepancies between ideal and actual science classroom practices. The population consisted of eight fifth- and seven sixth-grade teachers and their students in the so-called New School and a similar population from nonmembers of the New School. Treatment included two dimensions: (1) the teacher was provided with a model of an elementary class that utilized an inquiry-individualized approach to science; and (2) the effects of the New School science model on the interns' students' perception of their classrooms and their science interest levels. Three instruments were designed for the study. One instrument measured practices teachers perceived as ideal for implementation; one was designed to determine the extent of implementation of these practices; and one was designed to determine the students' perceptions. In addition, the SRA "What I Like To Do" science inventory was used. Two-way analysis of variance and nonrelated t tests were employed. There were significant differences between the ideal-actual responses of both groups of teachers. There was a positive relationship between both groups of teachers on their ideal responses. More positive relationships existed between the teachers' and students' responses in the experimental group. (Author/EB)

ED 092 320 SE 015 109

Zerr, Rita Gregorio

A Comparative Analysis of Selected Variables and Responses of Pre-School Children to Science - A Process Approach in New Orleans' Child Development Centers.

Pub Date 70

Note—131p.; Ph.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-13,594, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Disadvantaged Youth, Doctoral Theses, Educational Research, *Elementary School Science, Instruction, Preschool Children, *Preschool Education, Science Course Improvement Project, Science Education

Identifiers—Research Reports, Science A Process Approach

Reported is a study to determine whether selected variables characterizing disadvantaged pre-school children and teachers related to achievement in a Science - A Process Approach curriculum. Two groups of children were considered in this study. The primary instructional group of 466 Head Start children received instruction in Science - A Process Approach. The comparison group, 100 non-Head Start children, did not have this program. The 38 teachers involved were those participating in the "newer" curriculum. Student variables considered were: (1) group membership to either the primary instructional or comparison group; (2) sex; (3) age; (4) attendance in pre-school; and (5) intelligence quotient. Teacher variables were: (1) attitude; (2) recency of science course; (3) teaching experience; and (4) presence or absence of an undergraduate degree. The effect of group membership was the only variable which independently accounted for a significant amount of variance. When all student variables were utilized as predictors, the rank order relative to predictor power was: (1) membership in primary group, and (2) attendance in pre-school. (Author/EB)

ED 092 321 SE 015 110

Zubulake, George Richard

A Study of the Learning by Discovery Controversy in Science Teaching.

Pub Date 70

Note—203p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-15,353, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Discovery Learning, Doctoral Theses, Educational Research, *Instruction, Junior High School Students, *Learning Processes, *Programed Instruction, Science Education, *Secondary School Science

Identifiers—Research Reports

The purpose of this study was to test the learning by discovery controversy. Three seventh-grade science classes of above average readers were selected and randomly assigned to one of three experimental treatments: discovery, guided discovery, or programed instruction. The instructional materials were derived from the Michigan Science Curriculum Committee-Junior High School Project materials, restructured in formats for each group. Major variables studied in the posttest and retention interval test sequences included achievement, understanding of processes, and attitude. A measure of the resultant questioning fluency of students was analyzed for each group. Results demonstrated that guided instruction was significantly superior to discovery instruction when immediate learning was the criterion, but if long term retention was the criterion, the results were not conclusive. There were no significant differences between groups on reference frame tests; but the guided discovery group was significantly better on the Welch Science Process Inventory. The guided discovery and discovery groups asked 35% and 12% more relevant questions, respectively, than did the directed group. Factors of intelligence and math achievement did not significantly contribute to the total groups' cognitive performance. Findings seem to favor guided discovery instruction. (Author/EB)

ED 092 322 SE 015 118

Deane, Edward Milton

Generalizing of Process Skills Developed in Elementary Science, by Fourth Graders, to Objectives of Florida History with Implications for Curriculum Development.

Pub Date 72

Note—83p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,997, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Cognitive Processes, Curriculum Planning, Doctoral Theses, Educational Research, *Elementary School Science, History, Instruction, Science Course Improvement Project, Science Education, *Transfer of Training

Identifiers—Research Reports, Science A Process Approach

Reported is a study of the generalizing of process skills developed in elementary science to objectives of Florida history. The study involved the comparison of two groups: one which had highly systematic instruction in the development of process skills in science having had the program Science - A Process Approach and one which had no direct instruction involving process skills. A pretest designed to assess competency was administered to all students before science instruction. Later, the same test was administered to all to determine if the experimental group developed process skills to a significantly higher level of behavioral competency than the control group. In addition, a social studies test designed to utilize process skills and to check for generalization of process skills from one content setting (science) to another (social studies) was given to all students. The following conclusions were made: (1) substantial gains in competency were noted in the experimental group (mean score gain of 20.9 as compared to 1.4); and (2) process skills are generalizable to other content settings. Members of the experimental group had a mean score of 11.4 on the social studies test (compared to 3.2 for control group members). A subsidiary question, related to the ability of children deficient in reading skills being capable of successful learning using Science - A Process Approach, was answered in the affirmative. (Author/EB)

ED 092 323 SE 015 128

Kilburn, Robert Edward

A Study of the Effects of Two Types of Science Instructional Materials on Student Achievement, Perceptions, Retention and Extensional Learning.

Pub Date 72

Note—191p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,346, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Discovery Learning, Doctoral Theses, Educational Research, *Instruction, *Instructional Materials, Junior High School Students, *Retention Studies, *Secondary School Science, Student Characteristics

Identifiers—Research Reports

The purpose of this study was to compare seventh-grade life science classes taught using two different types of instructional milieu. Twenty-three seventh-grade classes and their teachers participated in the study. Classes matched according to IQ, reading level, and science achievement were randomly assigned to two treatment groups. Treatment A (student-centered learning) consisted of guided discovery teaching with emphasis on individual laboratory experiments and field work. Treatment B (teacher-centered activities) consisted of guided discovery teaching with maximum emphasis on demonstration experiments, films as substitutes for field experiences and the use of models and overhead transparencies as substitutes for real organisms. Each teacher taught both methods and participated in a workshop before teaching the unit. A pre, post, retention design was used for both content and science process achievement and retention. Extensional learning was measured one year after the unit was taught. Treatment differences observed were (1) process knowledge learning was enhanced by the teacher-centered treatment, (2) students in the two groups perceived science differently, and (3) experienced teachers were more effective in teaching science content by a different method than were inexperienced teachers. (Author/EB)

ED 092 324 SE 015 137

Espejo, Milagros Averia

Evaluation of a Child-Structured Science Curriculum Using the Intellectual Models of Piaget and Guilford.

Pub Date 72

Note—95p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,999, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Curriculum, Curriculum Planning, Doctoral Theses, Educational Research, *Elementary School Science, *Learning Processes, Models, Preschool Children, Science Education

Identifiers—Child Structured Learning in Science, Research Reports

Reported is an evaluation of the Child-Structured Learning in Science (CSLS) Curriculum using the intellectual models of Piaget and Guilford. A cognitive test instrument was designed to measure cognition of figural classes (CFC), convergent production of figural classes (NFC), evaluation of figural classes (EFC), cognition of figural relations (CFR), evaluation of figural relations (EFR), cognition of figural implications (CFI), convergent production of figural implications (NFI), and evaluation of figural systems (EFS). Kindergarten students were the control and first-grade students were treatment groups as well as control. The effectiveness of the curriculum was determined qualitatively by comparing the groups with respect to the percentage of concrete-operational children determined by responses to respective tasks. The effects of treatment, age, grade level, and treatment-age interaction were tested. Results indicated that within two age levels and across all concepts, there were more concrete-operational children from the treatment group. It was implied that the CSLS activities promoted development of specific concepts as well as the intellectual factors related to the concepts. (Author/EB)

ED 092 325 SE 015 160

Rosen, Marvin J. Cohen, Arthur M.

An Evaluative Study of the University of California, Irvine/Golden West College Cooperative Science Improvement Project.

Evaluation and Research Associates, Los Angeles, Calif.

Pub Date Jun 72

Note—86p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Biology, College Science, *Community Colleges, *Individualized Instruction, *Inservice Education, *Multimedia Instruction, Science Education, Teacher Education
 Identifiers—California

This document contains a report of the University of California, Irvine, and Golden West College Cooperative Science Improvement Project (UCI/GWC Project) which was designed to address two major problems: (1) the difficulty faced by community college biology teachers in keeping pace with developments in their field and (2) the problem of conveying the content and excitement of biology in cases where traditional methods are inadequate. Two consecutive summer workshops, funded by the National Science Foundation, served to bring together subject matter specialists, instructional methods specialists, and community college biology teachers. Twenty-eight biology teachers representing 23 California community colleges were trained in recent advances in biology and in techniques for designing individualized, multi-media instruction for large numbers of students. Evaluation of the processes and impacts of the project was undertaken during the second summer workshop. The findings from this evaluation effort constitute the major portion of this report. (PEB)

ED 092 326 SE 015 307

Lerner, Michael Alan

The Effect of Selected Modes of Feedback on Teacher Behavior in a Microteaching Situation.
 Pub Date 72

Note—146p.; Ed.D. Dissertation, Temple University
 Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-27,201, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Elementary School Science, *Elementary School Teachers, *Feedback, Instructional Media, *Microteaching, *Preservice Education, Science Course Improvement Project, Teacher Behavior, Teacher Education
 Identifiers—Research Reports, Science A Process Approach

Reported is a study of the effect of selected modes of feedback on teacher behavior in a microteaching situation. Forty students enrolled in an elementary school science methods course participated in this study. Four groups were randomly organized into three treatment groups and one control group. One treatment group received verbal feedback from a trained observer. The second group received videotaped replays of their presentations. The third treatment group received both feedback modes. Four fifteen-minute microteaching sessions were scheduled at two-week intervals. Verbal feedback was supplied in terms of the Classroom Observational Record (COR). The taped lessons were encoded using the COR. Thirteen of the twenty-three categories identified were selected for analysis. The Kruskal-Wallis Analysis of Variance by Ranks was used to determine if one or more of the modes had a significantly different effect on teaching behaviors. The Mann-Whitney U Test was used to identify any group(s) that differed. No differential behavior modification occurred as a function of type of feedback provided. It was also inferred from data obtained on the Measurement of Science Process that the mode of feedback had no differential effect on the subjects' ability to use the processes of science. The mode of feedback seemed to have no differential effect on the subjects' attitude toward various aspects of teaching situations. (Author/EB)

ED 092 327 SE 015 308

Nevarez, Miguel Angel

A Comparison of Three Methods of Oral Presentation of Science Activities to Fourth Grade Spanish-Speaking Children.

Pub Date 72

Note—200p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-26,608, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Bilingual Education, Bilingual Students, Bilingual Teachers, Doctoral Theses, Educational Research, *Elementary School Science, *Grade 4, Instruction, *Oral Communication, Science Education, *Spanish Speaking
 Identifiers—Research Reports

Reported is a study to compare three methods of oral presentation of science activities to fourth grade Spanish-speaking children. The methods of oral presentation used were: (1) an entire English presentation; (2) an entire Spanish presentation; and (3) a bilingual presentation. The investigation was conducted in two elementary schools in a low-socioeconomic area with a population of over 99 percent Spanish-speaking people. Six classes, three high-ability level and three low-ability groups, matched on IQ and results of a bilingual dominance test, were involved. The content of science sequence activities was the same and all the teaching was done by the investigator. The criterion variable was the children's achievement on predetermined concepts and skills as measured by a pretest-posttest. Based on the findings (.05 level of significance), the following conclusions seemed justified: (1) children taught by the simultaneous use of English and Spanish achieved more than those taught exclusively in English or in Spanish; (2) children taught exclusively in Spanish achieved more than those taught exclusively in English; and (3) there was no difference in achievement between children in the high- and low-ability tracks. It was recommended that Spanish-speaking children similar to those in this study be taught using the bilingual presentation method. (Author/EB)

ED 092 328 SE 016 383

De Kock, Walter Eugene

An Analysis of Student Performance Using a Laboratory Oriented High School Physics Program.

Pub Date 72

Note—282p.; Ph.D. Dissertation, Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,482, Microfilm-\$5.00, Xerography-\$11.00)

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—Doctoral Theses, *Educational Research, Learning, *Mechanics (Physics), Personality Assessment, *Physics, Science Education, *Secondary School Science
 Identifiers—Physical Science Study Committee, *Research Reports, Wave Motion

This study was designed to assess the use of an individualized laboratory-oriented high school physics program used in one Black Hawk County, Iowa, school. The three problems investigated were: (1) what short-term and long-term learning resulted from the use of the materials, (2) what student characteristics were related to learning outcomes, and (3) what characteristics of the materials were related to learning outcomes? Data were collected on 48 students and involved general intelligence; sex; IOWA TESTS OF EDUCATIONAL DEVELOPMENT scores on the BACKGROUND IN THE NATURAL SCIENCES TEST, READING IN THE NATURAL SCIENCES TEST, QUANTITATIVE THINKING TEST and the Composite score; personality types as determined by the MYERS-BRIGGS TYPE INDICATOR; score on selected PSSC test items; scores on Part, unit and final tests constructed to evaluate understanding of concepts found in the materials; and rate of completion. Concepts in the areas of mechanics and wave motion were emphasized in the physics materials, with the processes of science being an integral part of the materials. Data analyses revealed that individual personality types showed no consistency in correlating significantly with program test scores or rate of progress; the sample was scholastically inclined when described by scores on the Iowa tests; the more able students achieved greater success with the materials than did the less able. (Author/PEB)

ED 092 329 SE 016 662

Classroom Organization, Individualized Teacher Preparation.

Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.

Spons Agency—National Science Foundation, Washington, D.C.
 Pub Date 73

Note—136p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

Document Not Available from EDRS.

Descriptors—Classroom Arrangement, *Classroom Design, Classroom Environment, Individualized Instruction, *Inservice Teacher Education, Junior High School Students, *Laboratory Equipment, *Science Course Improvement Project, Science Education, Secondary School Science, Teaching Guides

Identifiers—*Intermediate Science Curriculum Study, ISCS

This booklet, one part of the Intermediate Science Curriculum Study (ISCS) Individualized Teacher Preparation modular program materials, is designed to help a teacher organize the science classroom to facilitate individualized work by pupils. Information is organized into five chapters: Organizing for Diversity, Who Does What Where?, The Management System, ISCS - The Safe Way, and A Self-Evaluation Check. In addition, seven Excursions are presented: Portable Storage; This is on the Level - I; This is on the Level - II; This is on the Level - III; Tips on Preparation, Assembly, and Repair; Posthaste First Aid; and Answers to Self-Evaluation Check. The information contained in the Excursions is designed to help the teacher make decisions concerning displaying, dispensing, retrieving, and inventorying equipment, as well as deal with problems of repair and replacement. (PEB)

ED 092 330 SE 016 663

Evaluating and Reporting Progress, Individualized Teacher Preparation.

Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—79p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

Document Not Available from EDRS.

Descriptors—*Evaluation Methods, *Grading, Individualized Instruction, *Inservice Teacher Education, Junior High School Students, *Science Course Improvement Project, Science Education, Student Evaluation, Teaching Guides

Identifiers—*Intermediate Science Curriculum Study, ISCS

This booklet, one part of the Intermediate Science Curriculum Study (ISCS) Individualized Teacher Preparation modular program materials, is designed to present teachers with information concerning issues and alternatives relative to grading and reporting student progress in an individualized instructional setting. The information is presented in the form of four chapters and four Excursions. Chapter titles are Matching Evaluations with Goals, A Two-Bit Model, Expanding the Model, and A Self-Evaluation Check. Excursion titles are Instant Feedback, Reporting the Grade, Conducting Conferences, and Answers to Self-Evaluation Check. This module presents teachers with a basic, somewhat oversimplified but realistic model for evaluation so that teachers can get started on this process. (PEB)

ED 092 331 SE 016 664

Rationale for Individualization, Individualized Teacher Preparation.

Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—111p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

Document Not Available from EDRS.

Descriptors—*Individualized Instruction, *Inservice Teacher Education, Junior High School Students, *Science Course Improvement Project, Science Education, Teaching Guides
 Identifiers—*Intermediate Science Curriculum Study, ISCS, Piaget

This booklet, one part of the Intermediate Science Curriculum Study (ISCS) Individualized Teacher Preparation modular program materials, is designed to serve as a resource and a guide in

helping teachers understand individualized instruction, particularly as it applies to the ISCS program, so that teachers can intelligently discuss this teaching method with administrators, parents, students, and colleagues. Information concerning the rationale for individualized instruction is presented in six chapters: The ISCS Commitment, General Education in Science, ISCS Activities and Themes, Individualizing Instruction, To Change or Not, and A Self-Evaluation Check. Additional information is provided in the form of nine Excursions: A Level I Investigation, A Level II Investigation, A Level III Investigation, Teaching and the Expanding Knowledge, Piaget's Stages and Their Relevance for Instruction, Science Content Sequence, Readability, Answers to Self-Evaluation Check, and More Questions and Answers. (PEB)

ED 092 332 SE 016 848

Creager, Joan G., Ed.
AIBS Education Review, Vol. 2, No. 4.
American Inst. of Biological Sciences, Washington, D.C. Education Div.

Pub Date Oct 73

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Biology, *Instructional Improvement, Manpower Utilization, Newsletters, Occupational Surveys, *Scientific Manpower, Surveys

Identifiers—American Institute of Biological Sciences, BIOTECH Modules

This issue contains articles on experiences gained in the construction of terminal performance objectives for introductory biology courses, the impact of audiotutorial instruction on faculty load and departmental operating levels, an experiment designed to improve the teaching of biology in large enrollment introductory courses, a minicourse on making BIOTECH modules, and a report of the 1972-1973 AIBS Manpower Survey. (PEB)

ED 092 333 SE 016 906

Graves, Judy, Ed.
The Future of Medical Education.

Pub Date 73

Note—192p.

Available from—Duke University Press, Durham, North Carolina \$8.50

Document Not Available from EDRS.

Descriptors—Books, Curriculum Guides, *Curriculum Planning, *Graduate Study, *Medical Education, Science Education, *Undergraduate Study

The purpose of this monograph is to present the thoughts of a small group of medical educators and administrators on the expansion of medical education's scope and responsibilities, basic conditions for progress, and medical education's obligations to the nation's health. In Chapter 1, the health delivery system of the future is discussed. Chapter 2 emphasizes the need to seek new resources and health manpower. Chapter 3 through 6 present ideas relevant to collegiate programs, admission into these programs and curriculum development in undergraduate medical education. Chapter 7 embraces the area of graduate medical education and in Chapter 8 the field of continuing education is developed. Chapter 9 carries the concept of a continuum of medical education extending from secondary school through post graduate education. Chapter 10, "Family Practice," is considered the most controversial and challenging chapter. The now widely accepted physician's assistant program is presented in Chapter 11 and the subject of the future financing of medical education in Chapter 12. (EB)

ED 092 334 SE 016 920

Stegner, Robert W., Arnsdorf, Val E.
A Conceptual Scheme for Population-Environment Studies. Experimental Edition Revised.

Delaware Univ., Newark. Population Curriculum Study.

Pub Date 73

Note—75p.; See ED 071 842 for the original edition

Available from—Population Curriculum Study, 205 Willard Hall, University of Delaware, Newark, Delaware 19711

Document Not Available from EDRS.

Descriptors—*Concept Formation, *Conceptual Schemes, *Curriculum Guides, Demography,

*Environmental Education, Health Education, Instruction, *Instructional Materials, Population Growth, Science Education

Identifiers—Delaware, Population Curriculum Study

This publication contains a K-12 comprehensive conceptual scheme for population-environment education to be utilized as a framework in which existing courses of study can continue to be used and to which new materials can be adopted. The development of the basic concept, Man is Part of a Natural System the Earth, and is Ultimately Subject to the Limit of the System, depends partly on studies of the properties and interactions of water, air, and the physical earth. The scheme has been organized in two parts, first a general development, and then a more detailed expansion to facilitate the assignment of responsibility for concept attainment among the teachers. It is recommended that the scheme serve as a guide for a school-wide effort. It could serve as a syllabus for a discrete course in population-environment studies. (EB)

ED 092 335 08 SE 016 921

Air Pollution Technology: A Suggested Two-Year Post High School Curriculum.

Santa Fe Community Coll., Gainesville, Fla.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date [73]

Contract—OEC-0-70-4932

Note—117p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Air Pollution Control, *Curriculum Guides, *Environmental Education, *Environmental Influences, Pollution, Science Education, Technology, *Vocational Education

The purpose of this guide is to help school administrators and instructors in planning and developing new programs in the air pollution control field, or in evaluating those in existence. It contains course outlines for technical specialization courses as well as necessary basic science and communication courses. Also included are plans for laboratories and the equipment needed, with approximate costs. Related areas such as advisory committees, faculty requirements, student selection, scientific and technical societies, and others are presented. This guide represents one approach to training technicians to work in a highly complex area. It can be modified to meet a particular institution's local, State, and regional needs. The bibliography presented with the curriculum includes a suggested library content which is classified as basic encyclopedia and reference index material, reference books, periodicals and journals, and visual aids. (Author/EB)

ED 092 336 SE 016 993

Ferguson, W. R.
Practical Laboratory Planning.

Pub Date 73

Note—147p.

Available from—Halsted Press, Division of John Wiley & Sons, 1 Wiley Drive, Somerset, New Jersey 08873 (\$14.75)

Document Not Available from EDRS.

Descriptors—Books, Chemistry, *Design, *Design Needs, Interior Design, Laboratory Safety, Physics, Research, Science Education, *Science Facilities, *Science Laboratories

This book is intended as a guide for people who are planning chemistry and physics research laboratories. It deals with the importance of effective communication between client and architect, the value of preliminary planning, and the role of the project officer. It also discusses the size and layout of individual laboratories, the design of laboratory fittings and services, fire and safety precautions, and the many things to be considered in the design and layout of the building. The book includes descriptions and technical details of a number of laboratories already built in Australia, Europe and the United States. The material is arranged in nine chapters: Responsibility of the Client, Laboratory Planning, Design of Building, Laboratory Fittings, Services, Fire and Safety Protection, CSIRO Laboratories, Overseas Laboratories, and What of the Future?

The three appendices are The Cost of Research, A Restricted Survey of Floor Loading, and Aniline Bench Top Preparation. (PEB)

ED 092 337 SE 016 997

Sherrod, John, Ed. Hodina, Alfred, Ed.
Reader in Science Information.

Pub Date 73

Note—403p.

Available from—Microcard Editions, 901 26th Street, N. W., Washington, D. C. 20037 (\$14.95)

Document Not Available from EDRS.

Descriptors—Books, Information Science, *Information Services, Information Sources, *Reference Books, Science Education, Sciences

Identifiers—*Science Information

The information provided in this book is divided into five major sections: (1) Science and Society; (2) Nature and Function of Science Information; (3) Primary Information Sources; (4) Secondary Information Sources; and (5) Management of Science Information. Each major section contains five or more articles by different authors with each article being related to the major theme of the section. In addition, the book contains four appendices: bibliography, guides to the literature of science and technology, reviews of progress in science and technology, and information analysis centers in science and technology. (PEB)

ED 092 338 SE 017 081

Newport, John F.

Performance-Based Materials for Use in an Elementary Science Education Teacher Training Program. Final Report.

Southwest Missouri State Coll., Springfield.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-G-043

Pub Date Nov 73

Grant—OEG-7-72-0025(509)

Note—255p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Educational Philosophy, *Elementary School Science, Individualized Instruction, *Performance Based Education, *Preservice Education, Science Activities, *Science Education, Teacher Education

Identifiers—Southwest Missouri State University

This document is the final report of a project on performance-based materials for use in an elementary science education teacher training program developed by personnel at Southwest Missouri State University, Springfield, Missouri. The materials developed in this project were designed to provide instruction and practice relative to certain cognitive understandings in science education. Attempts were made to identify alternative approaches from which teachers might choose in developing their own philosophy of science education and teaching style. Contents of this report are divided into twelve exercises or modules: Ends and Means and Pacing Learning Activities; Alternative Approaches in Elementary Science Education; Individualizing Instruction; Sources of Objectives and Emphases in Science; Differentiating Between Product and Process-Centered Instructional Objectives; Developing a Philosophy of Science Education; Identifying Guides to be Used in Planning, Directing and Evaluating Instructional Activities; Curricular Components of the Instructional Approaches; Developing Children's Potential Using the Experiential Approaches; Types of Science Activities; Developing a Proper Support System; and Improved Science Programs. Each of these modules consists of relevant information, a pretest and a post-test. Correct responses to the post-test are provided. The report concludes with pretest and post-test scores of students who used the materials during the tryout stages of the project. (PEB)

ED 092 339 SE 017 097

Toews, William

Psychological Structures of Knowledge in Science Education.

Nova Univ., Fort Lauderdale, Fla.

Pub Date [74]

Note—88p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Cognitive Processes, *Concept Formation, *Educational Psychology, Integrated Curriculum, Research Reviews (Publications), Science Course Improvement Project, *Science Education, Scientific Enterprise

Identifiers—*Ausbubel, Kuhn

The author attempts to show the development of logical-empirical knowledge structures from the raw elements in nature to the structures of knowledge as perceived by the mature student. Eighteen hypotheses are identified which focus on the expected relative natures of perceived knowledge structures of the various age groups and their relationship to the types of curricula used. These hypotheses are used to provide a context within which to view relevant research. In this review the definition of "psychological structure of knowledge" accepts in principle the underlying theoretical positions of Ausubel and Dyer. A schema is presented illustrating the flow of knowledge structures as they encounter various transformations and interpretations from the raw unstructured events of the environment en route to those of the mature student, and attention is drawn to the distinction between the processes involved in structuring the various science curricula. A 104-item bibliography is included with the paper. (Author/PEB)

ED 092 340 SE 017 134

Donaldson, Marcia Jackson

Development of Understanding of Selected Science Phenomena in Young Children.

Pub Date 73

Note—253p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-20,002, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Comprehension Development, Development, Doctoral Theses, Educational Research, *Elementary School Students, *Kindergarten Children, *Racial Factors, Science Education, Sex Differences, *Socioeconomic Status

Identifiers—Research Reports

The major purpose of this study was to investigate developmental patterns of understandings of four types of selected phenomena possessed by economically and racially different boys and girls. A total of 64 boys and girls, 32 blacks and 32 whites, were selected from Head Start, kindergarten, nursery, and primary schooling environments and then divided according to age and sex. Using a demonstration interview technique, the sample was examined regarding their understandings of the selected natural science phenomena. Each interview was videotaped. Attention was given to nonverbal and verbal responses. A rating of responses was applied by the investigator before treating and analyzing the data. A student's t-test and an analysis of variance were used (.05 level) to determine existing differences between and within groups. The study revealed that a significant ratio of variation existed between groups when classified according to sex, race, and age. Boys' understandings of such phenomena as electricity, seeds, human body, rockets, and evaporation were significantly greater than girls'. Older children had a significantly greater understanding than younger. The upper socioeconomic children had greater understanding than the lower. There was no significant difference between black children and white. Children's nonverbal response behavior was most evident in the area of rockets and space travel. (Author/EB)

ED 092 341 SE 017 136

Kuhn, Karl F.

Change in Theoretical Orientation of Freshmen in Science Courses at the University of Kentucky.

Pub Date 73

Note—82p.; Ph.D. Dissertation, University of Kentucky

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-20,601, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Changing Attitudes, *College Students, Doctoral Theses, Educational Research, *Science Courses, Science Education, *Student Ability, Student Characteristics

Identifiers—Research Reports

The primary purpose of the investigation was to determine if any attitudinal change toward science occurs in college freshmen during enrollment in selected introductory science courses. Relationships were also sought between: (1) scientific attitude on entering college, (2) enrollment in a course or in no science course, (3) sex of students, and (4) academic ability. The Omnibus Personality Inventory and the Theoretical Orientation (TO) Scale were used as instruments in the study. Subjects were divided into four groups for analysis: (1) students taking a biology course, (2) students taking a psychology course, (3) students taking both of the above, and (4) those taking no science course. An analysis of covariance was performed using as covariates the TO pretest score, the ACT Natural Science score, and the ACT Composite score. No statistically significant change in TO attributable to the courses was observed between sexes. Males scored significantly (.05) higher on TO than females. Students in the psychology or either science course scored higher on both ACT scales than those taking no science. The results of the analysis were in agreement with findings of other studies in this area. (Author/EB)

ED 092 342 SE 017 139

Matichnickal, Joseph Ulahannan

Dimensions of Science Interest Activity from Racially Different Junior High School Populations.

Pub Date 73

Note—218p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-20,374, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Junior High School Students, Race, *Racial Differences, *Science Activities, Science Education, Sex Differences, Student Characteristics, *Student Science Interests

Identifiers—Research Reports

The out-of-school science interest activities of children were investigated in this study. The author sought to update previous findings establishing variations in the science interest activity patterns of boys and girls as well as to relate these activities to different racial groups. An instrument was developed and administered to girls and boys in grades 7 and 8 from five predominantly white schools (0-33.33 percent black), six mixed schools (33.34-66.66 percent blacks), and six predominantly black schools (66.7-100 percent blacks). A total of 2,711 students satisfactorily completed the instrument. Principal component analysis of responses yielded nine distinct factors: Academic, Nature Study, Mechanical Hobby, Biology Experiment, Drug, Cosmology, High Verbal, General Collection, and Environmental. Factor scores were generated for each subject and used as the dependent variable in testing school, race, and sex main effects and interaction effects using the Finn MANOVA technique. In general, the white children tended to excel in their expressed participation in those activities inspired by inquiry and experimentation, while black pupils tended to excel in academic types of activities. Unexpectedly, in this sample, girls expressed a high degree of participation in activities around several factors and excelled in a few compared to the boys. (Author/EB)

ED 092 343 SE 017 237

Accession Bulletin, Volume 1 Number 1, January 1970.

Environmental Protection Agency, Washington, D.C. Solid Waste Management Office.

Pub Date Jan 70

Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5502-0014, \$0.20)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Bulletins, *Ecology, *Environmental Research, Resource Materials, *Waste Disposal

Identifiers—Solid Waste Information Retrieval System, *Solid Waste Management, SWIRS

The purpose of this Bulletin is to list both what is being published in the world literature pertaining to solid waste management and being abstracted for input into the Solid Waste Information Retrieval System (SWIRS). SWIRS accessions cannot be all-inclusive; the holdings

represent only that portion of the massive literature rapidly being generated that seems most significant. SWIRS holdings cover the period from 1964 to the present and include both periodical and nonperiodical literature. The new accessions published in the Bulletin are arranged alphabetically by author within appropriate subject categories. Each item furnishes the accession number, a descriptive sentence, and a complete bibliographic citation, including the author(s), title, source, pagination, and date of publication. (Author/JP)

ED 092 344 SE 017 239

Boyd, Gail B. Hawkins, Myron B.

Methods of Predicting Solid Waste Characteristics. Environmental Protection Agency, Washington, D.C. Solid Waste Management Office.

Report No.—SW-23c

Pub Date 71

Note—34p.; Prepared by personnel of URS Research Company, San Mateo, California under contract with the Public Health Service (DHEW); An environmental protection publication in the solid waste management series

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5502-0048, \$0.40)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Ecology, *Environmental Research, Models, *Predictive Measurement, Research Projects, Waste Disposal, *Wastes

Identifiers—*Solid Waste Management

The project summarized by this report involved a preliminary design of a model for estimating and predicting the quantity and composition of solid waste and a determination of its feasibility. The novelty of the prediction model is that it estimates and predicts on the basis of knowledge of materials and quantities before they become a part of the solid waste stream. The project elected to test feasibility in the area of residential solid waste. Because of the complexity resulting from the countless items that enter the average home, it was felt that this area of study would most likely highlight the weakness of the technique. Results of the study seem to indicate that the model performed quite well. Although the approach involves certain difficulties in implementation and maintenance in the residential sector, this is not necessarily true for the commercial sector. Stories deal more in bulk than residences do, and consequently, complexity is reduced. Details of the model and a discussion of its advantages and shortcomings are presented. (JP)

ED 092 345 SE 017 240

Engdahl, Richard B.

Solid Waste Processing. A State-of-the-Art Report on Unit Operations and Processes.

Environmental Health Service (DHEW/PHS), Rockville, Md. Bureau of Solid Waste Management.

Report No.—PHS-1856; SW-4c

Pub Date 69

Note—78p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.75, paper cover)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Ecology, Environmental Research, *Management Systems, Recycling, Resource Materials, Sanitation, *State of the Art

Reviews, Surveys, *Waste Disposal, Wastes

Identifiers—*Solid Waste Management

The importance and intricacy of the solid wastes disposal problem and the need to deal with it effectively and economically led to the state-of-the-art survey covered by this report. The material presented here was compiled to be used by those in government and private industry who must make or implement decisions concerning the processing of solid wastes and the recovery and utilization of the wastes that are salvageable. The survey involved a detailed review of the pertinent technical and trade literature, personal interviews with individuals knowledgeable in appropriate fields, and questionnaires sent to the state health departments. For convenience, the report is divided into two major parts: Unit Operations and Processes and Major Waste Categories. The first part of the report is divided into six sections: Densification and Size Reduction, Separation, Sanitary Landfill and Open

Dumping, Incineration, Chemical Processing, and Recovery and Utilization. This first part of the report also includes various regulations concerning solid waste disposal, discussion being based on responses to the questionnaires sent to the state health departments. The second part of the report, arranged alphabetically, covers all the major categories considered. The report concludes with a bibliography, which relates to both parts of the report. (JP)

ED 092 346 SE 017 241
Guidelines for Local Governments on Solid Waste Management.

Environmental Protection Agency, Washington, D.C. Solid Waste Management Office; National Association of Counties, Washington, D.C. Research Foundation.
Report No.—PHS-2048; SW-17c
Pub Date 71

Note—196p.; An environmental protection publication in the solid waste management series
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5502-0047, \$1.50)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Administrator Guides, City Planning, *Ecology, *Guides, *Leaders Guides, Management Systems, Regional Planning, *Waste Disposal, Wastes

Identifiers—*Solid Waste Management

This document consists of ten guides on Solid Waste Management to assist local elected and appointed policy-making officials. They are entitled: Area-wide Approaches; Legal Authority, Planning, Organization Design and Operation, Financing, Technical and Financial Assistance, Citizen Support, Personnel, and Action Plan and Bibliography. The guides were prepared by the National Association of Counties Research Foundation (NACORD). They are designed to present in clear, concise form information to help local officials and interested citizens make decisions on the planning, organization, financing, staffing, legal aspects, and operation of comprehensive area-wide solid waste management systems. (JP)

ED 092 347 SE 017 242
Composting of Municipal Solid Wastes in the United States.

Environmental Protection Agency, Washington, D.C. Solid Waste Management Office.
Report No.—SW-47r
Pub Date 71

Note—112p.; An environmental protection publication in the solid waste management series
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5502-0033, \$1.00)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Agriculture, City Problems, *Ecology, *Environmental Research, Fertilizers, *Management Systems, Microbiology, *Recycling, Socioeconomic Influences, *Waste Disposal, Wastes

Identifiers—Composting, *Solid Waste Management

To gain more comprehensive knowledge about composting as a solid waste management tool and to better assess the limited information available, the Federal solid waste management program, within the U. S. Public Health Service, entered into a joint experimental windrow composting project in 1966 with the Tennessee Valley Authority and the City of Johnson City, Tennessee. A high-rate composting demonstration plant was also established at Gainesville, Florida under a solid waste management grant. The objectives of these projects were to investigate and demonstrate the economic and technical feasibility of composting municipal refuse. The operational experience gained there and elsewhere are presented in this report. Important conclusions drawn from this study are: (1) composting, properly practiced, can be a nuisance-free way to recycle organic wastes without significantly polluting water and land resources; (2) composting municipal refuse is technically feasible, but it costs more than sanitary landfilling and can cost more than incineration; and (3) the process cannot succeed with results from sale of salvaged or final compost because of a small and unpredictable market. The final conclusion was that waste disposal by composting is not the total answer,

but rather one approach to be considered in a solid waste management system. (JP)

ED 092 348 SE 017 247
Spooner, Charles S.

Solid Waste Management in Recreational Forest Areas.

Environmental Protection Agency, Washington, D.C. Solid Waste Management Office.
Report No.—SW-16ts
Pub Date 71

Note—97p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Environmental Research, *Forestry, *Management Systems, *Recreation, *Waste Disposal, Wastes

Identifiers—*Solid Waste Management

The Forest Service, U. S. Department of Agriculture, requested the Bureau of Solid Waste Management to conduct a study of National Forest recreation areas to establish waste generation rates for major recreation activities and to determine the cost of solid waste handling for selected Forest Service Districts. This report describes the 1968 solid waste generation rates for all major recreation activities in the Forest Service, as well as the various methods of solid waste storage, collection, and disposal encountered. Some proposed changes of these practices are also discussed in this report. (JP)

ED 092 349 SE 017 255
Darnay, Arsen Franklin, William E.

The Role of Packaging in Solid Waste Management 1966 to 1976.

Environmental Health Service (DHEW/PHS), Rockville, Md. Bureau of Solid Waste Management.

Report No.—PHS-1855; SW-5c

Pub Date 69

Note—217p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.25, paper cover)

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Ecology, *Recycling, Socioeconomic Influences, *Waste Disposal, Wastes

Identifiers—*Packaging Waste, Solid Waste Management

The goals of waste processors and packagers obviously differ: the packaging industry seeks durable container material that will be unimpaird by external factors. Until recently, no systematic analysis of the relationship between packaging and solid waste disposal had been undertaken. This three-part document defines these interactions, and the differences, with possible solutions, are explored. Part I discusses packaging materials, consumption data from 1959 to 1966, and the outlook for the period from 1966 to 1976. Part II, concerned with disposability, analyzes the collectability, the resistance to disposal and processing, and salvageability and re-use of packaging materials. Part III explores mechanisms to mitigate the problems that arise from this type of waste: how research, education, incentive programs, taxes, and regulations can reduce the quantity and reduce the processing difficulties of this disposed material, yet save the natural resources from which packages are made. (Author)JP

ED 092 350 SE 017 257
Solid Waste Management: A List of Available Literature, October 1972.

Environmental Protection Agency, Cincinnati, Ohio.

Report No.—SW-58-16

Pub Date Oct 72

Note—50p.; An environmental protection publication in the solid waste management series
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Bibliographies, *Ecology, *Environmental Research, *Resource Materials, *Waste Disposal

Identifiers—Environmental Protection Agency, EPA, *Solid Waste Management

Listed are 269 solid waste management publications available from the U. S. Environmental Protection Agency (EPA). There are EPA publications reporting on results of the research, development, and demonstrations in progress as authorized by the Solid Waste Disposal Act of 1965. Certain conference proceedings, findings of various commissions and study groups, and other collateral literature are also available. A group of publications on solid waste management that are available only from the Department of Commerce National Technical Information Service (NTIS) are also included in this list. The publications are arranged in the categories which the EPA has found useful in answering inquiries. (JP)

ED 092 351 SE 017 321
Council of Europe Information Bulletin 3/1973.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Dec 73

Note—99p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Comparative Education, Educational Research, Evaluation, Methods Courses, Performance Based Teacher Education, Practicums, *Preservice Education, *Student Teaching, *Teacher Education, *Teacher Education Curriculum

Identifiers—*Council of Europe

The first part of this document contains reports of committee activities and discussions in the areas of higher education and research, general and technical education, out-of-school education and cultural development, and educational documentation and research. The second part, which is the major section, is devoted to papers presented at a symposium on research and reform in teacher education. Some comparisons are made of programs in the United States with those in Europe, mainly in England, France, and Germany. Some topics discussed are performance-based teacher education, field experience, objectives, and course content. Individual papers emphasize such areas as the state of present research, relating theories of learning to teacher education, whether present teacher-training is of any use, the transition from student teaching to full-time teaching, the technology of teacher training, and prospects for future teacher education. (LS)

ED 092 352 SE 017 352
Engineering College Research and Graduate Study [1974 Annual Directory].

American Society for Engineering Education, Washington, D.C.

Pub Date Mar 74

Note—233p.; Supplement to Engineering Education; v64 n6

Available from—American Society for Engineering Education, Suite 400, One Dupont Circle, Washington, D. C. 20036 (\$7.00, student rate; \$3.50 when prepaid and accompanied by school name and curriculum)

Document Not Available from EDRS.

Descriptors—College Faculty, *Engineering Education, Graduate Professors, *Graduate Study, Research Opportunities, *Surveys

This publication is the result of continuing close cooperation between two councils of the American Society for Engineering Education—the Engineering College Council (ECC) and the Engineering Research Council (ERC). Its purpose is twofold: to promote the cause of graduate study in engineering by setting forth admission requirements, faculty, enrollments, degrees, fields of advanced study, appointments available to graduate students, and other data; and to present information on engineering colleges and related research in order to convey an accurate representation of the climate for advanced study as it relates to areas of research, expenditures for research, projects in process, and research personnel. This volume provides a sourcebook for prospective engineering graduate students and researchers, as well as for guidance counselors and advisers at this level. (JP)

ED 092 353 SE 017 475
Carroll, Katherine

A Guide to Recycled Papers: Problems, Sources, and Samples.

Bay Area Paper Recycling Project, San Francisco, Calif.
Pub Date Jun 73

Note—40p.; Samples of recycled paper textures included
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Conservation Education, Depleted Resources, Ecology, Environmental Education, *Natural Resources, *Paper (Material), *Recycling, Technological Advancement

This guide explains what is involved in recycling paper. Some background history is presented on the use of recycled paper. Sources of use for this product are pointed out, especially instances where business and industry have found that recycled paper could be used in place of the virgin product. The major part of the guide consists of samples of recycled paper. (JP)

ED 092 354 SE 017 489

Wert, Jonathan M.

A Process Model Showing How a Federal Government Agency, Such as the Tennessee Valley Authority, Can Utilize Its Resources to Cooperate With Other Agencies in the Development of Environmental Education Programs for the Tennessee Valley Region.

Pub Date 74

Note—140p.; Ph.D. Dissertation, University of Alabama

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Doctoral Theses, *Ecology, Educational Programs, *Environmental Education, Federal Programs, *Interagency Cooperation, Models, *Program Descriptions

Identifiers—*Tennessee Valley Authority, TVA

The environmental quality of a region depends largely upon the environmental education received by the citizenry. The original act creating the TVA provided for involvement in education experimentation, and the agency has been providing some environmental education or related services since its inception. This study validated the need for a planning process or systematic method for TVA to use in implementing a comprehensive environmental education program involving all of its offices and divisions, as well as the major external entities concerned. The lack of an agency-wide planning strategy and an entity responsible for tying the many elements of an environmental education program together has caused problems which are affecting TVA's credibility, policy, and methods of operation. The purpose of this study, then, was to develop a process model to correct this deficient aspect of the TVA. This document describes the formulation of this model, its implementation and the evaluative procedures used throughout the study. (JP)

ED 092 355 SE 017 599

McCurdy, Donald W.

An Analysis of Qualities of Self-Directedness as Related to Selected Characteristics of L.S.C.S. Students.

Pub Date [73]

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Curriculum Research, Educational Research, *Individualized Instruction, *Junior High School Students, Science Course Improvement Project, Science Education, *Secondary School Science, *Self Directed Classrooms, Student Characteristics

Identifiers—*Intermediate Science Curriculum Study, ISCS, Research Reports

This research project provides an individualized format for a three-year integrated junior high school science curriculum. The purpose of the study was to assess the relationship between student self-ratings on such variables as (1) ability to operate independently of the teacher, (2) use class time effectively, (3) develop their own plan for completing work, and (4) work at a pace commensurate with perceived ability and success in the course. A group of teachers enrolled in an Intermediate Science Curriculum Study (ISCS) in-service course were asked to administer a Self-Directed Rating Scale to their ISCS students. Data were collected from a total of 1108 students and were analyzed using analysis of variance tests and t-tests to determine significant differences among the variables measured. When students were compared in terms of their relative degree of success in the program it was obvious that students

who were more successful perceived themselves as being more self-directed. Experience in the program had a significant effect on how students perceived their ability to direct their own learning activities. In general, girls in this sample saw themselves as more self-directed than did boys. (Author/EB)

ED 092 356 SE 017 611

Weiss, Alan And Others

Digestion, Excretion and Metabolism, Science (Experimental): 5346.03.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—15p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, Biology, *Human Body, Instruction, *Instructional Materials, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction deals with a study of human physiology with emphasis on the process of digestion. The urinary system and urinary disorders are also discussed. The course is for the interested student and requires credit or background in previous biology programs. It is, in part, a second course in biology, but it is well within the range of the average student. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. A course outline is presented as well as suggested laboratory experiments, projects, reports, field trips, and guest speakers. Visual aids relevant to the unit are listed to include films, film loops, slides, film strips, and transparencies. Reference books are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (EB)

ED 092 357 SE 017 616

Miley, James F.

Introduction to Ecology of South Florida Species, Science (Experimental): 5365.41.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—25p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Ecology, Geology, Instruction, *Instructional Materials, Meteorology, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction deals with a study of South Florida as an ecosystem. Consideration is given to meteorological features, geological foundations, chemical analyses, and biotic communities characteristic of South Florida. A major attribute is the development of monographs about the unique natural wealth of the lower South Florida peninsula. It is required that a student should have satisfactorily completed course work in biology equivalent to one year before taking this course. Relevant state-adopted texts are listed in the booklet. It provides performance objectives and the course outline and suggests laboratory exercises, student projects, demonstrations, field trips, and guest speakers. Particular emphasis is placed on the use of monographs, and suggested topics with specific instructions are provided. Also listed are relevant films, slides, and models from the Dade County Audiovisual Center. Supplementary references are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (EB)

ED 092 358 SE 017 617

O'Connor, Jim

Life Science Through Field Experiences, Science (Experimental): 5311.14.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—28p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, Biology, Conservation Education, *Environmental Education, Instruction, *Instructional Materials, Science Education, *Secondary School

Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction is concerned with briefly interpreting some major life science aspects of the South Florida environment and is dependent on outdoor laboratories, excursions, and ecology-oriented instructional materials. It is suggested that many of the instructional materials may need to be originated. To make collections on field trips is illegal without a permit; thus, information is provided to facilitate this request. No enrollment guidelines are suggested. State-adopted texts relevant to the course are listed. The performance objectives and course outline are presented in the booklet. Relevant publications are suggested and South Florida Environmental Science Media Units available from the Dade County Audiovisual Center are found in the unit. Suggested activities, guest speakers, and field trips are provided. Films available as well as slides, transparencies, records, and models are listed. A list of necessary materials to be purchased is included in the booklet. A master sheet is provided relating each suggested activity to the specific performance objectives. (EB)

ED 092 359 SE 017 721

Anderson, Ronald D.

The Science Education Doctorate: Competencies and Roles.

Pub Date 17 Apr 74

Note—24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Curriculum, *Doctoral Programs, *Graduate Study, Program Development, *Science Education

This document, although substantially based on the results of empirical inquiry, is basically a position statement dealing with doctoral programs in science education as well as other areas of curriculum and instruction. The author contends that doctoral programs in science education should provide for in-depth training of students in one of three specialization areas in addition to a general science education preparation. These three areas are: (1) research and evaluation, (2) development, and (3) instructional leadership (teacher education and implementation of curricular change). (PEB)

ED 092 360 SE 017 725

Crocker, Robert K. And Others

A Comparison of Structured and Unstructured Modes of Teaching Science Process Activities.

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Achievement Gains, *Educational Research, *Elementary School Science, *Instruction, Learning Processes, Science Activities, Science Education, *Teaching Styles

Identifiers—Research Reports

In this study, the two modes were operationally distinguished by the degree of teacher control over the conduct of pupil investigations. In the unstructured mode the teacher identified the area of investigation and supplied appropriate apparatus. The structured mode was identifiable with the teaching strategy typical of a curriculum such as Science-A Process Approach. The teacher controlled specific arrangements of apparatus, the method of investigation, the amount of data to be collected, and directed pupil discussion toward a specific objective. Four classes of grade 6 pupils were required to complete two sets of activities modified from a process based elementary science curriculum. In both treatments, introductory and summary class discussions were conducted, and pupils worked in pairs. Two achievement tests were used as a pretest and posttest for each set of activities as well as a preference scale, in modified semantic differential format. The independent variables were treatment, sex, IQ, creativity, personality (extraversion, neuroticism, and dependency), and socioeconomic status. In general, subjects achieved better when taught in the structured mode. It was also found that subjects exhibited a

significant preference for the structured mode and that preference was significantly related to class and IQ. (Author/EB)

ED 092 361 SE 017 727
Prince, Fred L.

The Prediction of Subject Matter Bias Related to Science in the Elementary Schools.
Pub Date Apr 74

Note—4p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Attitudes, *Educational Research, *Elementary School Teachers, Science Education, *Teacher Attitudes, Teacher Education Identifiers—School Subject Inventory

Reported is a study whose purpose was to produce preliminary validation information for an instrument designed to measure the bias of elementary school teachers toward four disciplines: science, mathematics, social studies and language arts. One hundred fifty elementary education majors were given a 36-item inventory with each item designed to elicit biased responses between pairs of school disciplines, using a five-point scale of bias between the members of the pair. Reliability and validity of the instrument were computed. Preliminary data suggested that this inventory was a highly reliable instrument. (Author/PEB)

ED 092 362 SE 017 728

Macbeth, Douglas Russell

Classificational Preference in Young Children: Form or Color?
Pub Date 16 Apr 74

Note—8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Classification, Color Presentation, Educational Research, *Elementary School Students, Forced Choice Technique, Kindergarten Children, Learning, *Predictor Variables, Preschool Children, *Scientific Concepts Identifiers—Research Reports

Reported is a study of classificational preference of 250 school children ranging in age from 3 to 8 years old. These subjects showed typical diversity in academic experiences and intellectual aptitudes. The research procedure involved presenting a subject with a set of colored paper shapes and asking him to sort the objects into subsets. The review of literature indicated that the 4-to 7-year-old child would tend to sort by color and that older children would tend to sort by shape or form. The data consisted of a count of the number of subjects who sorted by form and those who sorted by color. Comparisons were made between the age and sex of a youngster and his history of preference. The analysis of the data led to the following conclusions: (1) youngsters in all age groups tested (including preschool) had a strong tendency to sort colored papers by form rather than color; (2) this preference was evident for both sexes; and (3) even in those sets biased against shape as a criterion for grouping, form was still chosen over color in a ratio of 2:1. It was suggested that this preference for form over color as a criterion for classification develops before formal schooling. Suggestions supporting this include influence of television programs. (Author/EB)

ED 092 363 SE 017 729

Gould, Orrin

The Cooperative Teacher Education Project: Preservice Outcomes.
Pub Date Apr 74

Note—9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Research, Inservice Teacher Education, *Preservice Education, *Secondary School Teachers, *Teacher Education, *Teacher Education Curriculum

Identifiers—Cooperative Teacher Education Project

Described are the manner and degree to which responsibility for design and implementation of preservice education programs are shared by public school and university staff, and for the latitude extended to preservice candidates for defining and developing their personal strengths, values, and teaching styles. Increased emphasis is placed on decision making by the candidates. The program began in 1971 as an informal teacher education program between the University of Illinois (Urbana campus) and High School District 214 (includes 8 high schools and nearly 20,000 students). It has since expanded to include other Illinois universities and several elementary school districts that "feed" to High School District 214. The Cooperative Teacher Education Project (CTEP) concept includes inservice education as well. Several methods for data collection have been employed, as well as methods for analysis of these data. The analysis of follow-up data, spring 1973, reveals strikingly different patterns of job taking by CTEP and traditionally trained teachers. Many more CTEP graduates took teaching positions following graduation, generally in highly competitive schools. (Author/EB)

ED 092 364 SE 017 730

Howe, Ann

Formal Operational Thought and the High School Science Curriculum.
Pub Date Apr 74

Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cognitive Measurement, *Concept Formation, Curriculum, *Learning Processes, Literature Reviews, Mathematics Education, Science Education, Secondary School Science, Thought Processes Identifiers—Piaget (Jean)

This review was undertaken to determine whether there is evidence to support the reality of a stage of Formal Operational Thought, whether there is agreement as to the Age of Acquisition of it, and the effect of schooling on the acquisition of the ability to perform formal operational tasks. An extensive review of the literature, including many journals outside the field of education, was carried out. Results of the study include: (1) there is very little evidence for a Unitary Stage of Formal Operational Thought; (2) since this is so, it was considered impossible to define an age of acquisition of Formal Operational Thought; (3) there is evidence to show that schooling has an effect on the age at which subjects become able to perform formal operational tasks; and (4) specific science curricula do not seem to effect change in performance on formal operational tasks. The results of the review of literature suggest that the idea of one stage of Formal Operational Thought may not be useful in the attempt to understand adolescent thought and to design high school science curricula. (Author/EB)

ED 092 365 SE 017 731

Allen, David William

Reading Comprehension and the Measure of Science Achievement Using the 1968-1969 ISCS Test and the Revised ISCS Test. Part III of An Analysis of Selected Aspects of the ISCS Model of Science Teaching.
Pub Date Apr 74

Note—25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Achievement Tests, Educational Research, Grade 7, *Handicapped Children, Junior High School Students, *Low Achievement Factors, *Reading Ability, Science Course Improvement Project, Science Education, Science Tests, *Secondary School Science Identifiers—Intermediate Science Curriculum Study, ISCS, Research Reports

Reported is a study to investigate problems handicapped readers had with the Intermediate Science Curriculum Study (ISCS) test and of a method for adapting the test so that it might be more understandable. Seven questions related to the 1968-1969 ISCS test Probing the Natural World, Volume I were studied. The investigations

of these questions was undertaken in two stages: (1) a pilot study using six classes in one junior high school, and (2) the major study which involved the testing of 28 seventh-grade ISCS classes at five junior high schools. The pilot study findings indicated the need for a revised test. In addition, achievement over the school year was examined using a repeated measure design. Item analysis data were used to see what changes in the psychometrics of the two instruments occurred as a result of revision. The Hotelling t-test was used to see if the revised ISCS test had a reduced correlation with reading as compared with the 1968-1969 ISCS test. Reading comprehension was found to be an important factor related to achievement on both the original and revised tests. The findings indicated that the oral-demonstration technique is a valid method to compensate for lack of reading ability. (Author/EB)

ED 092 366 SE 017 732

Laurence, J. Parker

Factors Concomitant with Approach and Avoidance Behavior with Respect to Enrollment in High School Physics Courses.
Pub Date Apr 74

Note—87p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974); Marginal legibility

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Attitudes, Educational Research, Instruction, *Physics, Science Education, *Secondary School Science, *Student Attitudes, *Teacher Behavior

Identifiers—Research Reports

Reported is a study designed to examine potential explanations for the decline in the percentage of students who enroll in high school physics. Two kinds of factors were assessed: students' stated perceptions of science teaching and teachers and the difficulty components of the science curriculum (particularly the reading level of textbooks and course items beyond the students' potential cognitive set). The effects of these two kinds of factors on a student's tendency to enroll in, or avoid, physics were evaluated. A stratified sample of 390 12th grade students (179 females, 211 males) was drawn from six Detroit area high schools. The Dale-Chall Readability Formula was applied to textbook material. An investigator-designed instrument, the Science Educational Experience Perception Inventory, modeled after Kockendorfer's Biology Classroom Activity Checklist, was developed to obtain information about student background and perceptions. Among the findings were these: (1) neither the student group who enrolled in physics nor the group who avoided physics saw science teaching as student centered, (2) boys were more inclined to enroll in physics than were girls, (3) 59 of the 188 students who avoided physics gave as a reason the mathematics aspect of the course. (Author/PEB)

ED 092 367 SE 017 734

Wright, Delivee L.

A Study of Student Verbal Behaviors in Inquiry and Noninquiry Settings in Biology.
Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Biology, Educational Research, *Inquiry Training, Science Education, *Secondary School Science, *Student Behavior, *Verbal Ability

Identifiers—Research Reports

Reported is a study of the verbal behaviors used by biology students in inquiry and noninquiry settings. The population for this study included 10 BSCS teachers who had enrolled for two semesters in an instructional program designed to make teachers aware of alternative skills and strategies of inquiry; to recognize those used in their own classrooms; to select, practice, and implement selected strategies; and to plan instructional activities to develop inquiry behaviors in students. This Instructional Staff Development (ISD) Program was designed for experienced

teachers interested in improving inquiry learning in their classrooms. Each participating teacher was videotaped in one randomly selected class before and after instruction in the ISD program. Verbalized behaviors were coded using the Revised Inquiry Analysis Instrument. The "Self-pairing" of observations technique was used with measurement of the same individuals before and after treatment. Results showed the percentage of total teacher talk was significantly lower in the inquiry setting and student talk higher. Variety of verbal influence behaviors used by students was greater. The percentage of time spent verbalizing "data analysis and interpretation" and "procedures" was significantly greater in the inquiry setting. (Author/EB)

ED 092 368 SE 017 735

Conkright, Tom

Home Culture Influence on Learning about Natural Phenomena in School: A Case Study in Sierra Leone, West Africa.

Pub Date Apr 74

Note—2p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Cultural Awareness, *Cultural Factors, Educational Research, *Learning Experience, *Science Education, Secondary School Science

Identifiers—Africa, Research Reports, Sierra Leone

Science educators and individual teachers have attempted to adapt global learning strategies to the local cultural environment. This research provides empirical evidence for one culture, the Kpa-Mende. Anthropological field methods were used to collect data to develop a base from which to ask meaningful questions about natural phenomena. The sample schools in general were found to offer relatively little explicit science instruction concerning natural phenomena of major concern to the Kpa-Mende. Classroom instruction tended to emphasize more abstract scientific concepts. Students were interviewed concerning the explanation for 12 natural phenomena. In the pilot study, using a three-point grading for school answers, the student responses without home explanations were found to be statistically more like the schools than those with home explanations. The main study ranked the phenomena according to the percentage of fathers who discussed a single culture item at home. A correlation of the adult percentage with student grouped scores was not significant. A correlation of adult percentage with those of students expressing the same explanations was significant at the .05 level. It was noted that many of the students failed to use school information. Strategies need to be developed to sensitize teachers to nonschool learning. (Author/EB)

ED 092 369 SE 017 737

Markle, Glenn Capie, William

Assessing the Effectiveness of a Competency-Based Physics Program for Elementary Teachers.

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Science, Educational Research, *Effective Teaching, Elementary School Science, *Elementary School Teachers, *Physics, Preservice Education, Science Education, Science Teachers, *Teacher Improvement Identifiers—Competency Based Teacher Education, Research Reports

Reported is an assessment of a competency-based physics course designed to develop concepts through an activity-centered approach incorporating the processes of science. It was assumed that such a strategy would enhance a future teacher's understanding of science concepts and processes in addition to developing more positive attitudes toward science. The course is described as different from other available courses in three aspects. First, a philosophy of teaching elementary science was considered during development. Second, course content was selected according to the particular needs of elementary teachers. Preference was given to topics

which were considered to honestly reflect the content of the discipline and still possess application value for teachers. Third, instruction incorporated competency-based strategies. Terminal objectives were explicitly stated at the beginning of each topic; a self-paced modular format allowed for individual differences in achieving and demonstrating competence. Course content, student evaluation, course evaluation, as well as changes in the understanding of science concepts and processes are presented. (Author/EB)

ED 092 370 SE 017 802

International Development and the Human Environment. An Annotated Bibliography.

Pub Date 74

Note—334p.

Available from—Macmillan Information, 866 Third Avenue, New York, New York 10022

Document Not Available from EDRS.

Descriptors—Agriculture, *Annotated Bibliographies, Bibliographies, Ecology, Economics, *Environment, Health, Industrialization, Natural Resources, Pollution, *Reference Materials, Urban Environment

Most of the material in this annotated bibliography has been selected from the literature published between 1968 and 1972. Each annotation and citation is indexed by author, subject, and publisher. Entries are organized into 11 chapters: Environment, Development, and Conservation of Natural Resources; The Third World: Development and Economic Growth; Agricultural Development; People, Food, and Nutrition; Environmental Health in the Third World; Development and Pollution; Science, Technology, Man, and Nature; Natural Resources and Industrialization; The Urban Environment; International and Intercultural Aspects of the Human Environment; and Social Transformation, Public Policy, and Environmental Planning. (DT)

ED 092 371 SE 017 806

Geslin, William E.

Comparison of Content Structure and Cognitive Structure in the Learning of Probability.

Pub Date Apr 74

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cognitive Development, Cognitive Processes, *Learning, Learning Processes, *Mathematics Education, *Probability, Programmed Instruction, *Research, Secondary School Mathematics, Structural Analysis

Digraphs, graphs, and task analysis were used to map out the content structure of a programed text (MSG) in elementary probability. Mathematical structure was defined as the relationship between concepts within a set of abstract systems. The word association technique was used to measure the existing relations (cognitive structure) in S's memory with respect to the probability theory present in the text. The purpose of this study was to measure the influence of content structure (mathematical structure) of the text on the Ss' cognitive structure. Control and experimental Ss (N=34) were high school (grades 9-12) subjects recruited from study halls and mathematics classes in one high school. Experimental Ss (N=20) studied the probability text while the others studied a programed text on an unrelated mathematical topic. For subjects in the experimental group, a strong similarity between the representation of content structure and cognitive structure was found. The structure methodology used in this study appears to be applicable to many aspects of research on learning mathematical structures and might be a helpful tool in formative evaluation of mathematics curricula. The data on content structure and cognitive structure seem to suggest ways to improve the text to further student learning of structure. (JP)

ED 092 372 SE 017 814

Florida Master Plan and Action Guide for Environmental Education. Reprint with Florida Mini-Grant Program Appendix.

Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.

Pub Date 25 Feb 74

Note—46p.; An earlier edition is ED 064 172. Available from—Bureau of Environmental Education, Department of Education, 347 Miles

Johnson Building, South Duval Street, Tallahassee, Florida 32304 (free while the supply lasts)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Environmental Education, *Guidelines, *Master Plans, *Program Development, Resource Materials

Identifiers—*Florida

Specified in this master plan are many facets of the environmental problem-solving process which help depict Florida's concern for its environment. This concern to preserve the riches of its natural resources and beauty has resulted from rapid growth and development necessitating the need to control and improve the quality of the environment. Components of the plan are spelled out under the following topics: (1) The Present Status of Environmental Education in Florida, (2) Statement of Goals and General Procedures, (3) Organizational Structure for Implementing the State Plan, (4) Curriculum Development Policies, (5) Preservice and Inservice Teacher Training, (6) Selection of Model Projects for Pilot Study, and (7) Implementation: The Florida Exemplary Environmental Education (Mini-Grant) Program. (DT)

ED 092 373 SE 017 815

Lahart, David E., Ed. Tillis, C. Richard, Ed.

Strategies for Multidisciplinary Environmental Education.

Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.

Pub Date 74

Note—78p.; A related document is SE 017 816

Available from—Bureau of Environmental Education, Department of Education, 347 Miles Johnson Building, South Duval Street, Tallahassee, Florida 32304 (free while the supply lasts)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Curriculum, Curriculum Development, *Environmental Education, *Instruction, *Interdisciplinary Approach, Resource Materials, *Secondary Education

This volume is a collection of position papers, each of which develops an intellectual framework for teaching a particular subject-matter discipline within an environmental context. The subject matter areas included are political science, health education, language or communication arts, art, science, mathematics, and social studies. (DT)

ED 092 374 SE 017 816

Lahart, David E., Ed. Tillis, C. Richard, Ed.

Multidisciplinary Environmental Education Activities.

Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.

Pub Date 74

Note—122p.; A related document is SE 017 815

Available from—Bureau of Environmental Education, Department of Education, 347 Miles Johnson Building, South Duval Street, Tallahassee, Florida 32304 (free while the supply lasts)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Curriculum, Curriculum Development, *Environmental Education, *Instruction, *Instructional Materials, *Interdisciplinary Approach, *Learning Activities, Resource Materials, Resource Units, Teaching Guides

This volume contains a series of papers which develop multidisciplinary environmental education activities in seven subject matter areas: political science, health education, language or communication arts, art, science, mathematics, and social studies. Different formats are used for organizing the materials in each of the different subject areas. General outlines for the teacher are provided for the political science, health education, communication arts, mathematics, and social studies units. Sample materials to be used for student activities are included for health education (elementary and secondary levels), communication arts (elementary and secondary), art (elementary and secondary), science (elementary), mathematics (secondary and intermediate), and social studies (elementary). (DT)

ED 092 375 SE 017 913

Lahston, Anton And Others

Pupil Growth in Classification Skills as a Consequence Measure of Learning Site on Preservice Elementary Teachers.

Pub Date Apr 74

Note—17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974); Marginal legibility on entire document Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Educational Research, Elementary School Science, *Field Experience Programs, *Instruction, *Preservice Education, Science Education, *Science Teachers, *Teacher Education

Identifiers—Research Reports

Measurements in this study were made on objectives in four domains: affective, cognitive, performance, and consequences to determine the effects of learning site on selected teacher training variables. Fifty-nine junior interns were randomly assigned to two experimental groups: Group A, which was field-based, and Group B, which was university-based field-oriented. Field experience took place in public schools with a grade range of K-8. Treatments consisted of one full semester of instruction in the content areas of the education program in which the student teachers were enrolled. Group A received all instruction in a public school classroom. Instruction was interwoven with experience in the classroom four days a week. Group B had instruction in the same content areas for the amount of time but at the university, plus a full day of supervised field experience in schools on another day. The consequence objective of the evaluation model was to determine differences in cognitive growth in classification skills of pupils taught. Pre- and posttesting of 202 pupils provided the data analyzed using an analysis of covariance design. The results indicated significant differences in cognitive gains in pupils when instructed by field-based interns. The author suggests further investigation of interns' effects on pupils' cognitive growth and attitudinal development is needed. (Author/EB)

ED 092 376 SE 017 914

Environmental Education: Strategies for Wise Use of Energy.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Science Education.

Pub Date Feb 74

Note—75p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Energy, *Environmental Education, *Interdisciplinary Approach, *Learning Activities, Natural Resources, *Resource Materials, Resource Units, Teaching Guides

This publication was designed for teachers to use at all levels in the elementary and secondary schools. In addition, certain portions of it could be used with adult groups. It is composed of numerous interdisciplinary instructional activities related to energy use and conservation. For convenience, the activities are grouped for grades K-3, grades 4-6, and grades 7-12. The appendix contains various items such as checklists, charts, glossary, and selected readings and films for educators. (JP)

ED 092 377 SE 017 915

Population. Grades 7-12. Environmental Education Instructional Unit. Final Edition.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Science Education.

Pub Date 73

Note—43p.; For related documents, see SE 017 916 and 917

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—City Planning, *Environmental Education, *Instructional Materials, *Interdisciplinary Approach, *Intermediate Grades, Mathematics Education, Overpopulation, *Population Growth, Science Education, Secondary Grades, Social Studies, Unit Plan, Urban Environment, Worksheets

This unit on population is one in a series of three prepared for use in classrooms in North Carolina. An interdisciplinary approach encompassing mathematics, science, and social studies is utilized in these environmental units. The material is designed for middle grades and above. Many activities are open-ended. The depth to which students become involved in the utilization of this unit is determined by factors such as grade level, interest of students, and relevance of the material

to courses into which it is integrated. Each activity in this unit emphasizes the population crisis that exists today, not only in faraway locations, but in towns like Fox City, North Carolina. Although the name of the town is fictitious, the statistics about a town of its size are factual. Students study how an increase in population will affect transportation, housing and urban renewal, recreation and municipal services. Task sheets list specific goals for the activities and thought directives instruct the students to proceed in a logical manner. Collections of statistics in the form of fact sheets give valuable information needed by both student and teacher. (JP)

ED 092 378 SE 017 916

Pollution. Environmental Education Instructional Unit. Final Edition.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Science Education.

Pub Date 73

Note—45p.; For related documents, see SE 017 915 and 917

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Air Pollution Control, *Environmental Education, *Instructional Materials, *Interdisciplinary Approach, *Intermediate Grades, Mathematics Education, *Pollution, Science Education, Secondary Grades, Social Studies, Unit Plan, Wastes, Water Pollution Control, Worksheets

Identifiers—*Noise Pollution

This unit on pollution is one in a series of three prepared for use in the classroom. An interdisciplinary approach encompassing mathematics, science, and social studies is utilized in these environmental units. The material is designed for middle grades and above. Many activities are open-ended with each activity in this unit emphasizing the pollution crisis. The unit is divided into mini-units dealing with air, litter, noise, and water pollution. For some of the mini-units, student worksheets are provided which can be easily duplicated. Thought questions are presented to facilitate logical thinking based on skills and knowledge of mathematics, science, and social studies. (JP)

ED 092 379 SE 017 917

Natural Resources. Environmental Education Instructional Unit. Final Edition.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Science Education.

Pub Date 73

Note—56p.; For related documents, see SE 017 915 and 916

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Conservation Education, *Environmental Education, *Instructional Materials, *Interdisciplinary Approach, *Intermediate Grades, Mathematics Education, *Natural Resources, Science Education, Secondary Grades, Social Studies, Soil Conservation, Unit Plan, Water Resources, Wildlife Management, Worksheets

This unit on natural resources is one in a series of three prepared for use in the classroom. An interdisciplinary approach encompassing mathematics, science, and social studies is utilized in these environmental units. This material is designed for middle grades and above. Many of the activities are open-ended with each activity in this unit emphasizing the use of our natural resources. The unit is divided into mini-units dealing with forests, soil and minerals, water, and wildlife. For some of the mini-units student worksheets are provided which can be easily duplicated. Thought questions are presented to facilitate logical thinking based on skills and knowledge of mathematics, science, and social studies. Role-playing situations are included to stimulate the students' imaginations. (JP)

ED 092 380 SE 017 925

Linville, William J. Higgins, James E. Activities for Elementary School Mathematics Enrichment.

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date May 74

Note—68p.

Available from—Curriculum Research and Development Center, Jamison Hall, School of Education, Indiana State University, Terre Haute, Indiana 47809 (\$1.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Activities, Activity Learning, *Elementary School Mathematics, *Enrichment Activities, Games, *Instruction, Mathematics Education, *Number Concepts, Student Attitudes, Student Motivation

This booklet is a collection of activities and games designed to supplement textbook and other instructional materials in an elementary school mathematics program. The selected activities propose to stimulate learning and enhance attitudes. Some provide practice with number facts; others explore various topics such as probability. The emphasis is on the affective domain, and the activities are not designed necessarily for mastery by all students. The purpose is pupil involvement without fear of failure. (LS)

ED 092 381 SE 017 939

Koch, Richard R.

MICA, 1972-73. Outcome Evaluation Report.

Conrad Area School District, Wilmington, Del.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Note—96p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Achievement, Attitudes, Elementary School Mathematics, *Evaluation, *Inservice Teacher Education, Instruction, *Mathematics Education, Objectives, Program Descriptions, *Program Evaluation, *Teaching Methods, Workshops

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The Mathematics Inquiry in the Conrad Area (MICA) Project had as its general focus the installation of a variety of teaching approaches, with emphases on open-ended units. The purpose was to give teachers exposure to the diversity of possible approaches, to use and test the effectiveness of the methods, and to familiarize other teachers with the methods and results. Success of the project was based on student achievement and attitude changes toward mathematics. Evaluation procedures and instruments are included along with statistical data and results. (JP)

ED 092 382 88 SE 017 940

Mack, Richard G. And Others

Group Forces in Instruction: Relationship to Learning. A Student and Teacher Training Program in Small Group Learning Functions.

Independence Public Schools, Ohio; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 30 Nov 73

Note—91p.; Marginal legibility on certain sections

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Achievement, Attitudes, Discovery Learning, Discovery Processes, Geometry, Group Dynamics, *Instruction, *Research, *Secondary School Mathematics, *Small Group Instruction, *Teaching Methods

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The project's objectives were to increase achievement in mathematics, alter behavior in mathematics classes, and alter attitudes toward small-group work through training in small-group dynamics. The subjects were 85 10th grade geometry students assigned to one of two class periods (morning or afternoon). Within each class period, the students were randomly assigned to one of three groups—video, nonvideo, or traditional group. Within the video and nonvideo groups, the students were assigned to one of two groups of six members each. The two traditional groups each numbered approximately 20 students. The video groups were trained in small-group dynamics which included nonmathematical activities to develop specific discussion skills as well as mathematical discovery techniques suitable for small groups. Videotapes were used as feedback on the group's activities. The nonvideo groups received identical treatment except for the video feedback, and the traditional group

operated as a traditional class. An achievement test and a semantic differential attitude test developed by the project staff were administered; both are included in the appendix. Statistical analysis of the test resulted in no significant differences in students' geometry achievement or attitudes toward mathematics and small-group work. (JP)

ED 092 383 SE 017 944

Barnett, Jeffrey C.

Structural and Linguistic Variable Identification and Instruction in Verbal, Arithmetic Problem Solving.

Pub Date Apr 74

Note—33p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1974); Marginal Legibility on entire document. Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan).

Document Not Available from EDRS.

Descriptors—*Achievement, College Mathematics, Instruction, Learning, Linguistics, *Mathematics Education, Predictor Variables, *Problem Solving, *Research, Structural Analysis, *Teaching Techniques

In recent studies, several structural variables have accounted for a good portion of the score variances on verbal problem solving tests. This study investigated changes in the variance accounted by structural variables on problem solving tests when subjects were given instruction to overcome the structural variable influence. Effects on subjects' verbal problem solving ability were also studied. The subjects were 150 college students enrolled in an elementary mathematics education course. Based on a pretest, subjects were divided into three groups of equal ability. An experimental group received instruction and practice problems on the specific variables, as well as supplementary problem solving material. A practice control group received the same practice problems and supplementary materials, but did not receive the problem solving instruction. A second control group received only the tests. Three additional tests were given over the three-week experimental period. The results showed the experimental group made significantly higher scores on all three tests. The amount of variance accounted for by each structural variable remained consistent. (JP)

ED 092 384 SE 017 945

Branca, Nicholas A.

Learning Mathematical Structures.

Pub Date Apr 74

Note—22p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Activity Learning, College Mathematics, *Concept Formation, Games, *Learning Theories, Literature Reviews, *Mathematics Education, *Research, Secondary School Mathematics, *Thought Processes. Identifiers—Group Theory, *Mathematical Structure

This paper describes some game situations used to study how subjects learn mathematical structures, in particular the structures of the cyclic groups of orders 2 and 4 and the Klein-four group. A series of experiments are reviewed and the methods used to determine whether subjects did learn the structures are discussed. Differences in strategies, conceptualizations, and interpretations are presented. Possible effects of such factors as age, sex, ability, and method of presentation are also discussed. (Author/LS)

ED 092 385 SE 017 946

Gasin, William L.

A Comparison of Achievement and Attitudes of Students Using Conventional or Calculator Based Algorithms for Operations on Positive Rational Numbers in Ninth Grade General Mathematics.

Pub Date Apr 74

Note—20p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1974); Marginal Legibility on entire document.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan).

Document Not Available from EDRS.

Descriptors—*Algorithms, Grade 9, *Low Ability Students, Low Achievers, Mathematics Education, Number Concepts, *Rational Numbers, *Research, *Secondary School Mathematics, Student Attitudes

Identifiers—Number Operations

This paper reports the results of a ten-week study investigating the use of electronic calculators to perform basic operations with rational numbers in ninth-grade mathematics classes. In all, six classes and 101 students were involved. A short literature review is given and three treatments are described. Dependent variables were five mastery tests, a transfer test, a retention test, and an attitude survey. Use of an "alternative algorithm set" with the calculator appeared to be a viable alternative to use of the "conventional algorithm set" with or without the calculator. Other results, conclusions, and educational implications are presented. (LS)

ED 092 386 SE 017 957

Melvin, Ruth W.

Ohio Environmental Education Areas.

Ohio Academy of Science, Columbus.; Ohio State Dept. of Education, Columbus.

Pub Date 74

Note—188p.; Color-coded maps included at request of author

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Environmental Education, Geographic Location, Guides, Instruction, *Land Use, *Natural Resources, *Physical Environment, *Resource Guides, Resource Materials. Identifiers—*Ohio

This is a guide to regional sites in Ohio which can be studied in regard to resource management; land use; the quality of air, water, soil; and reclamation. The first section of the guide includes brief descriptions of Ohio's natural features at the present time, accounts of past appearances and events, and predictions for the future. In the second section, essential background information is provided for each of the five major watersheds of Ohio, and broad environmental problems are cited and related to the biophysical environment. Detailed descriptions of a wide variety of sites in each region are provided. (DT)

ED 092 387 SE 017 958

An Annotated Catalog of Environmental Learning Resources.

Ohio State Dept. of Education, Columbus.; Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—56p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Catalogs, Elementary School Science, *Environmental Education, Instruction, *Instructional Materials, *Reference Materials, Resource Materials, Science Education, Secondary School Science

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This catalog lists material directly applicable to programs in environmental education. It is organized into two major divisions: (1) classroom aids—materials developed for direct use by students, and (2) reference materials—basic resources for the teacher. Classroom aids are divided into areas of environmental awareness, ecological concepts, current problems, and nature study. Reference materials include reviews of manuals of outdoor and conservation education techniques, annotated lists of periodicals, and bibliographies and further sources of information. A subjective description of the content of each teaching resource is supplied; address of the publisher or distributor, the price, and the grade level for which the resource is appropriate are provided. Resources are indexed by title, subject, format, grade level, and related discipline. (DT)

ED 092 388 SE 017 959

Reed, Ronald, Ed.

Resident Outdoor Education. A Planning Guide.

Ohio State Dept. of Education, Columbus.

Pub Date 73

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Elementary Grades, Elementary School Science, *Environmental Education, *Guidelines, *Guides, Instruction, *Outdoor Education, *Resource Materials

The focus of this booklet is on the mechanics of organizing and operating resident outdoor education programs; the guidelines presented are written mainly for elementary programs of one week's duration. Topics covered include a philosophy for outdoor educational experience; laying the groundwork; choosing a site; time of year; financing; resource people; night supervision; transportation; and health, accidents, safety, and insurance. A bibliography of 127 references providing sources for ideas for educational activities that can be conducted at a resident site is included, along with sample forms (a parent information sheet, equipment list, permission and health information forms, medical permission slips, evaluation forms and guides, and visitor's report) that might be used for a program. (DT)

ED 092 389 SE 017 960

Environmental Learning Experiences for Kindergarten Through Second Grade.

Ohio State Dept. of Education, Columbus.; Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—68p.; For related documents, see SE 017 961 and 962

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Elementary School Science, *Environmental Education, Grade 1, Grade 2, Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Resource Materials, *Teaching Guides

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This collection of teaching units is one of three volumes designed to assist teachers in bringing relevant, interdisciplinary, environmental learning experiences to elementary students. This first volume is aimed at the K-2 level and deals with the immediate environment of the student. Titles of the nine units presented are: Preparing for Seasonal Change: Fall; The Terrarium; Food Chains; Food Web; Birds in Our Lives; Trees; Trash; Dirt and Stuff; and Kittens. For each unit, objectives are specified, a series of learning activities is described, and appendices giving teacher background information and listing references (including books and periodicals, films, transparencies, duplicating masters, picture sets, pamphlets, and records) are provided. (DT)

ED 092 390 SE 017 961

Environmental Learning Experiences for Grades Three and Four.

Ohio State Dept. of Education, Columbus.; Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—114p.; For related documents, see SE 017 960 and 962

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Elementary School Science, *Environmental Education, Grade 3, Grade 4, Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Resource Materials, *Teaching Guides

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This second of three volumes designed to bring relevant, interdisciplinary, environmental learning experiences to elementary students is written for grades 3 and 4 and is concerned with the student's local environment. Titles of the 10 units included in this volume are: The School Lawn; The Vacant Lot; Giants on the Land; Trees in Our Environment; Wild Ideas with Wild Plants; The Endangered Predator; The Cemetery; An Environmental Quality Index for the School and Neighborhood; Poetry in the Environment; Water; and The Breath of Life—or Death: Air Pollution. For each unit, objectives are specified, a series of learning activities are described, and appendices giving teacher background information and listing references for teaching resources are provided. (DT)

ED 092 391 SE 017 962
Environmental Learning Experiences for Grades Five and Six.

Ohio State Dept. of Education, Columbus; Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—84p.; For related documents, see SE 017 960 and 961

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Elementary School Science, *Environmental Education, Grade 5, Grade 6, Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Resource Materials, *Teaching Guides

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The third of this series of three volumes on interdisciplinary environmental learning experiences for elementary students is aimed at grades 5 and 6 and deals with the community environment of the student. Titles of the eight units included in this volume are: Problem Solving; How to Plan a Clean-up Campaign in the Local Community; Scars upon the Land; Water: Life Blood of the Earth; Noise Pollution; Succession and the Pond Community; Animals and Their Habitat; and Our Native Lands: Conserve and Preserve. Objectives are specified for each unit, a series of learning activities is described, and appendices giving teacher background information and listing references and teaching resources are provided. (DT)

ED 092 392 SE 017 963

Martin, William Joseph

The Use of Behavioral Objectives by Basic Vocational Science Students.

Pub Date 18 Apr 74

Note—23p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, *Behavioral Objectives, *Educational Research, *Instruction, Science Education, *Secondary School Science, Student Attitudes, *Vocational Education

Identifiers—Research Reports

This study was an attempt to relate attitude, critical operation, terminal achievement and residual performance to the use of behavioral objectives while teaching a Basic Science I class. The vocational students who were the subjects of this study exhibited similar characteristics, having IQ's ranging from below 70 to 105 and reading levels from second to ninth grades. Treatment for the experimental group differed only in one respect. During the lecture that initiated each daily module, each student in this group was given a copy of the behavioral objectives to be used as a study guide. A student was to consider his efforts in completing the module successful when he was capable of doing all the tasks specified by the objectives. Following the completion of eight modules, a two-day test requiring manipulative demonstrations of the skills taught was given. Analysis of variance was used to determine significant differences between treatments and among ability groups. Prior knowledge of behavioral objectives produced significantly better performance by all in terminal achievement, critical operations, residual achievement and attitude toward instruction. The low test of Educational Development ability levels affected performance. Significant F ratios showed positive attitude gains for the experimental population. (Author/EB)

ED 092 393 SE 017 964

Leith, Sylvia G. Butts, David P.

The Development and Evaluation of an Elementary Environmental Attitudes Program.

Pub Date Apr 74

Note—19p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Course Evaluation, Educational Research, Elementary School Students, *Environmental Education, Science Education, *Scientific Attitudes, *Student Attitudes
Identifiers—Research Reports

The study grew out of a concern for a way to develop positive attitudes in children towards environmental problems. It was conducted using 29 student teachers, 15 of whom were arbitrarily assigned as the experimental group. This group participated in instructional sessions designed to assist them in implementing a special program - Elementary Environmental Attitudes Program. The instructional model for teacher training consisted of a multi-media presentation of a series of colored slides correlated with audio-tapes of music and monologue. Discussion periods followed each session. The basic research design was Campbell and Stanley's non-equivalent control design. Pretests for both experimental and control groups consisted of: Environmental Semantic Differential for both children and adults, Environmental Concern Inventory for children, and a questionnaire on Environmental Problems for the teachers. The posttests consisted of the same instruments as well as a student questionnaire. Analysis of the data was made by comparison of means of pre- and posttest scores using ANOVA (Veldman, 1967). Certain scores on the Semantic Differential seemed to provide more selectivity and discrimination with regards to attitude change than any other instrument. The study indicates the possible potential for use of color slides as a medium for recognizing attitudinal change. (Author/EB)

ED 092 394 SE 017 965

Orgren, James Doran, Rodney L.

The Effects of Adopting the Revised New York State Regents Earth Science Syllabus on Selected Teacher and Student Variables.

State Univ. of New York, Buffalo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Curriculum, *Earth Science, *Educational Research, Science Education, *Science Teachers, *Secondary School Science

Identifiers—*Curriculum Adoption, Curriculum Implementation, New York State Regents Earth Science Syllabus, Research Reports

This study investigated the effect voluntary or mandatory adoption of the Earth Science curriculum had on instructional procedures, teacher educational opinion, student achievement in earth science, and student ability to employ the processes of science. Selection of teachers resulted in three groups: (A) those forced to adopt the new syllabus, (B) those who voluntarily adopted the new syllabus, and (C) those who helped develop the syllabus. Both cross-sectional and longitudinal (pre-post) designs were used to test hypotheses formed. Data were collected from students and teachers. Adoption of the new syllabus did effect the predicted changes. Group A teachers did not employ teaching behaviors advocated to the same degree as did teachers from Groups B and C. Some fluctuations of teacher educational opinions did occur on initial experience with the new syllabus, but overall this variable seemed to be relatively stable, with differences across groups being detected. Results of tests suggested students perform best on the tests designed for the syllabus used by their teacher. The study failed to detect differences across groups or time with respect to student ability to employ the processes of science. (Author/EB)

ED 092 395 SE 017 968

Mengel, Wayne

Energy, Key to the Future. Teaching Techniques for the Understanding and Conservation of Energy, K-12.

Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.

Pub Date Feb 74

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Curriculum, *Energy, *Environmental Education, *Instruction, *Learning Activities, Resource Materials, *Teaching Guides

The teaching techniques presented in this booklet are designed to provide students with

concepts which relate to the energy crisis and energy conservation. The techniques are not presented in the form of completed lesson plans, but rather are intended to act as starting points for further development by the teacher. General activities for students are suggested for the topics of conservation of energy; production of electricity and heat; social impact, political implications, economics, and geography of the energy crisis; and energy in transportation, in the home, in the school, and in the community. Twenty-two projects related to the energy crisis and energy conservation also are suggested. Tips on how to conserve energy and several diagrams concerning energy topics are provided. (DT)

ED 092 396 SE 017 969

Environmental Exchange, A Beginning.

Environmental Protection Agency, Washington, D.C. President's Environmental Merit Awards Program.

Pub Date 74

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Elementary School Science, *Environmental Education, *Instruction, *Instructional Materials, Learning Activities, Resource Materials, Science Education, *Secondary School Science, Social Studies

Identifiers—PEMAP, *Presidents Environmental Merit Awards Program

This workbook contains experiments categorized in three levels: elementary, intermediate, and high school. At each level an avenue of study in the area of air, water, noise, and solid waste is suggested. The concept being studied, the needed equipment, and the procedures are specified for each experiment. A high school social studies activity and suggestions for starting an ecology club are also provided. (DT)

ED 092 397 SE 017 970**Earth Control and Investigations: Training Course 1974.**

Department of the Interior, Denver, Colo. Engineering and Research Center.

Pub Date Feb 74

Note—95p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Curriculum, *Earth Science, *Environmental Education, Instruction, *Program Descriptions, Soil Science, *Teaching Guides

This document contains the outlines of each of 34 lectures given in the Earth Control and Investigations course sponsored by the Denver Laboratories. Topics covered include construction control of earth dams, canals, and filters; field and laboratory test procedures; soil classification and logging; and field investigations. (DT)

ED 092 398 SE 017 971

Spitsbergen, Judith M. Fry, Fielding

Open Education in the Secondary School.

Carteret County Board of Education, Beaufort, N.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—200p.; An Environmental Studies Project Available from—Environmental Studies Project, Carteret County Board of Education, P.O. Drawer 600, Beaufort, North Carolina 28516 (\$2.00)

Document Not Available from EDRS.

Descriptors—Curriculum, *Environmental Education, Instruction, Interdisciplinary Approach, *Open Education, *Program Descriptions, *Secondary Education, Secondary Schools

Identifiers—Elementary Secondary Education Act Title III, *Environmental Studies Project, ESEA Title III

Learning-teaching philosophies basic to open education are presented, and classroom processes which grow out of these philosophies are described in this booklet. Contents include a summary of the Environmental Studies Project in North Carolina and discussions of several aspects of open education (including interpersonal relationships, individual attention, teacher roles, student interests, learning groups, learning designed by students, freedom in choosing, learning styles, creativity, community resources, inactivity, sharing, and evaluation). (DT)

ED 092 399 SE 017 973
A Proposed Plan for Environmental Education in Rhode Island.

Rhode Island State Dept. of Education, Providence.

Pub Date 1 May 74

Note—86p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Environmental Education, *Guidelines, *Master Plans, *Program Development, Resource Materials Identifiers—*Rhode Island

Examples of environmental problems in Rhode Island are specified in this document. Listed are needs of 12 identified target groups (agriculture, business and industry, citizen organizations, elementary and secondary schools, government, higher education, individual citizens, labor, mass communications, professional and trade organizations, religious organizations, and youth organizations). Program goals and constraints are identified. A series of recommendations is set forth, along with strategies for implementation. Appendices include the survey instrument used to assess the needs of target groups; lists and descriptions of available resources are provided. (DT)

ED 092 400 SE 017 975
Learning Processes in a Basic Sciences Curriculum.

Sheehan, T. Joseph

Pub Date 17 Apr 74

Note—10p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Curriculum, *Dental Schools, *Educational Research, Learning, Learning Activities, *Learning Processes, *Medical Education, Medical Students, Science Education Identifiers—Research Reports

This study was undertaken to determine students' views of their experiences in studying the basic sciences in first year medical school. Emphasis was placed on the processes of learning employed. An instrument was developed consisting of verbs or phrases describing various behaviors performed by a scientist when doing science. Such activities included observation, measurement, hypothesizing, predicting, interpreting data and other mental and tactile operations. The instrument was administered to students at the end of their first year. They were asked to rate each operation on: (1) its importance for medical and dental students; and (2) the extent to which they actually did perform each activity as a result of their involvement in the Basic Medical Sciences curriculum. Data were analyzed using a two-way multi-variate analysis of variance, with the principal contrasts consisting of medical versus dental students and ideal versus actual experience. Striking differences between the two sets of ratings were observed indicating that many of the processes judged important were not commonly exercised during the first year of study. It seemed that students' perception of their actual experience was learning about science by memorizing and organizing great bodies of information. (Author/EB)

ED 092 401 SE 017 976
Individualizing In-Service Teacher Preparation for ISCS Teachers.

Snyder, William R.

Pub Date Apr 74

Note—9p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Individualized Instruction, *Inservice Teacher Education, Instruction, *Program Descriptions, Science Course Improvement Project, *Science Education, Teacher Education

Described is a program which attempts to prepare teachers in a fashion that approximates the instructional setting which is expected in science classrooms utilizing the Intermediate Science Curriculum Study (ISCS) programs. It is specifically designed to support the in-service preparation of ISCS teachers. It includes two basic categories of modules: (1) content modules,

providing background in specific subject areas; and (2) teaching strategy modules, dealing with the methodology of individualization and specific teaching behaviors. The Individualized Teacher Preparation (ITP) modules focus on evaluation of student progress, carrying out effective inquiry, helping students adjust to their role in individualization, and organizing the classroom for individualization. The production and dissemination of these materials are described in this paper. The Project has organized a network of area field consultants to aid in organizing in-service efforts using the ITP modules. This network of consultants ranges across the continental United States. Informal feedback from settings where the materials are being used reflect that the modules are well received by teachers and teacher educators. Suggested changes or improvements are listed. (EB)

ED 092 402 SE 017 978
A Review of the Research Relating Problem Solving and Mathematics Achievement to Psychological Variables and Relating These Variables to Methods Involving or Compatible with Self-Correcting Manipulative Mathematics Materials.

Trimmer, Ronald G.

Southern Illinois Univ., Edwardsville.

Pub Date [74]

Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Achievement, Learning Theories, *Literature Reviews, Manipulative Materials, *Mathematics Education, *Problem Solving, *Psychological Characteristics, *Research Reviews (Publications)

This literature review focuses on determining the psychological variables related to problem solving and presents arguments for self-correcting manipulatives as a media for teaching problem solving. Ten traits are considered: attitude, debilitating anxiety, self-concept, orderliness, set, confidence, impulsive/reflective thinking, concentration and interest span, motivation and interest, and perseverance and patience. Research in each of these areas as related to problem solving is cited. A list of 155 references is included. (DT)

ED 092 403 SE 017 980
Environmental Education at Post Secondary Level.

The Training of Generalists and Specialists.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 74

Note—208p.; See SE 017 981 for the second volume in this series

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N. W., Washington, D. C., 20006 (\$8.00)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Curriculum, Educational Research, *Environmental Education, Higher Education, Instruction, *International Education, *Post Secondary Education, *Program Descriptions

This document contains a series of 12 case studies undertaken in various institutions of higher education in Australia, Canada, France, Sweden, the United Kingdom, and the United States. These studies review recent experiments in the training of future environmental specialists and generalists. Information in each of the case studies is organized under the following headings: Who Does the Teaching?; Institutional Organization; Course Content; Teaching Methods, Media, and Materials; Research Base; Criteria of Success; and Recurrent Education. (DT)

ED 092 404 SE 017 981**Environmental Education at Post Secondary Level.**

Courses for Educators, Decision-Makers and Members of Professions Concerned With the Environment.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 74

Note—183p.; See SE 017 980 for the first volume in this series

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N. W., Washington, D. C., 20006 (\$6.50)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Curriculum, Educational Research, *Environmental Education, Higher Education, Inservice Education, Instruction, *International Education, *Post Secondary Education, *Program Descriptions, Teacher Education

This second of two volumes on post secondary environmental education is comprised of three series of case studies that were carried out in various institutions of higher education in France, the United Kingdom, the United States, and Italy. These studies deal with the training or retraining of people in the following categories: (1) educators at primary, secondary and higher levels; (2) decision-makers; and (3) professionals whose work has a link with environmental questions (such as engineers, architects, and doctors). When appropriate, the information in the various case studies is organized under the headings: Who Does the Teaching?; Institutional Organization; Course Content; Teaching Methods, Media, and Materials; Research Base; Criteria of Success; and Recurrent Education. (DT)

ED 092 405 SE 017 995
Situation Report—Austria, Cameroon, Canada, Czechoslovakia, Denmark, Egypt, France, German Federal Republic, Greece, Hungary, Irish Republic, Jamaica, Malta, Norway, Sabah, Sarawak, Spain, Tahiti (French Polynesia), Tonga, Turkey, and United Kingdom.

International Planned Parenthood Federation, London (England).

Pub Date 74

Note—73p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in 21 foreign countries are presented in this situation reports. Countries included are Austria, Cameroon, Canada, Czechoslovakia, Denmark, Egypt, France, German Federal Republic, Greece, Hungary, Irish Republic, Jamaica, Malta, Norway, Sabah, Sarawak, Spain, Tahiti, Tonga, Turkey, and United Kingdom. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth, and death rates. Family planning situation considers family planning associations and personnel; government attitudes; legislation; family planning services; education/information; training opportunities for individuals, families, and medical personnel; research and evaluation; program plans; government programs; and related supporting organizations. Bibliographic sources are given. (DT)

ED 092 406 SE 017 996
Council of Europe News-Letter 2/74.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 74

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Comparative Education, Curriculum, *Education, Educational Policy, *International Education, *Newsletters Identifiers—*Council of Europe

Among Articles written in English in this newsletter are a discussion of the aims of education; an explanation of Austria's School Education Act; recommendations by Germany's Education Council and a report on vocational training; teacher training in Ireland; restructuring the education system in the Netherlands; school unifying projects in Scandinavia; Swedish education policy and state cultural policy; and comprehensive schools, post-graduate education, and gifted children in the United Kingdom. (DT)

ED 092 407 SE 018 001
Cox, Linda S.

Analysis, Classification, and Frequency of Systematic Error Computational Patterns in the Addition, Subtraction, Multiplication, and Division Vertical Algorithms for Grades 2-6 and Special Education Classes.

Kansas Univ., Kansas City. Medical Center.

Pub Date Jun 74

Note—130p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Addition, *Algorithms, Division, *Elementary School Mathematics, *Error Patterns, Multiplication, Number Concepts, *Research, Subtraction, *Whole Numbers
Identifiers—*Computation

Five reports from a 2-year study are presented. Frequencies and descriptions of systematic errors in the four algorithms in arithmetic were studied in upper-middle income, regular, and special education classrooms involving 744 children. Children were screened for adequate knowledge of basic facts and for receiving prior instruction on the computational process. Systematic errors contain a recurring incorrect computational process and are differentiated from careless errors and random errors. Errors were studied within levels of computational skill for each algorithm. Results showed that five to six percent of the children made systematic errors in the addition, multiplication, and division algorithms. The figure was 13 percent for the subtraction algorithm. One year later 23 percent of the children were making either the identical systematic error or another systematic error. (Author/JP)

ED 092 408 SE 018 056

Casteel, J. Doyle And Others

Value Clarification: Clarifying Relationships Between Science and Society Using the Concept of the Value Sheet.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Pub Date Jul 73

Note—97p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Humanities, Instruction, *Instructional Materials, *Relationship, Science Education, Scientific Enterprise, Social Values, *Student Behavior

This paper addresses itself to four major areas relevant to the study and understanding of the relationships between man, as a person and as a social being, and the scientist, his society and his science. The essay presents four phases of a value clarification strategy and definitions of student verbal statements associated with these phases. Four teacher interrogative behaviors relevant to the design of and implementation of the "value sheet" are identified. Six formats of the value sheet are presented with examples of each format provided. The instructions on how the classroom teacher can construct his own value sheets are presented. As used in this essay, the value sheet is defined as a planned learning activity designed to encourage students to express, examine, and organize their values and feelings; and as a planned activity that can be employed as part of on-going inquiries in the science classroom. Value clarification refers to language patterns employed by students, used as a basis for inferring that they are comprehending, conceptualizing, and valuing knowledge about man and society. (Author/EB)

ED 092 409 SE 018 065

Elam, Helen And Others

Mathematics Program for Grade 1, De Soto Parish Curriculum Guide.

DeSoto Parish School Board, Mansfield, La.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 71

Note—341p.

EDRS Price MF-\$0.75 HC-\$16.20 PLUS POSTAGE

Descriptors—Addition, *Curriculum Guides, *Elementary School Mathematics, Fractions, Geometric Concepts, *Grade 1, Instruction, *Instructional Materials, Measurement, Number Concepts, Subtraction, Teaching Guides, *Teaching Techniques, Tests, Whole Numbers

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

A program of mathematics instruction for grade one is provided in this curriculum guide. The teaching goal of each lesson is stated in the Purpose section. Visual aids and manipulative materials useful in developing each lesson are suggested and additional teaching aids are listed. Suggestions for teaching the lessons are separated into three distinct categories: Prebook Activities, Using the Page, and Postbook Activities. Selected

activities that provide greater challenge for those pupils who excel are included. Each unit concludes with a self-evaluation page entitled Checkup Time. Additional reviews and tests are also written for each unit. Topics covered are: elementary number concepts; sets and one-to-one matching; cardinal numbers and numerals 0-9; addition and subtraction combinations through nine; simple concepts of fractions; measurement and geometrical concepts; operations with tens; measurement and number patterns; and some addition and subtraction using place value. A time budget chart lists the recommended pace for completion of the proposed curriculum. (JP)

ED 092 410 SE 018 066

Sanders, Marguerite

Mathematics, Grade 8, De Soto Parish Curriculum Guide.

DeSoto Parish School Board, Mansfield, La.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 71

Note—214p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Algebra, *Curriculum Guides, Decimal Fractions, Geometric Concepts, *Grade 8, Instruction, Integers, Measurement, Number Concepts, Prime Numbers, Rational Numbers, Ratios (Mathematics), *Secondary School Mathematics, Teaching Guides, *Teaching Techniques

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Geometric Constructions

This guide is designed to aid the teacher in planning and teaching an eighth-grade mathematics course which should strengthen the student's understanding of the basic structure of mathematics through experience with and appreciation of abstract concepts. Thirteen units outlined are entitled: Numeration Systems; Natural Numbers and Zero; Integers; Equations; Writing and Solving Equations; Factoring and Prime Numbers; Rational Numbers; Ratio-Proportion-Percent; Points, Lines and Planes; Measurement; Construction; Perimeter-Area-Volume; and Linear Metric Measure. Behavioral objectives are listed for each unit. Aims, suggested materials and methods, and teaching techniques are written for each lesson. (JP)

ED 092 411 SE 018 070

Hill, Thomas J., Comp.

Mathematical Challenges II, Plus Six.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 74

Note—122p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Algebra, Enrichment, Geometric Concepts, *Mathematical Enrichment, Number Concepts, Probability, *Problem Sets, *Problem Solving, *Secondary School Mathematics, Trigonometry

Identifiers—*National Council of Teachers of Mathematics, NCTM

This book is a sequel to MATHEMATICAL CHALLENGES, which was published in 1965. In this sequel are 100 problems, together with their printed solutions. The problems range from those that are quite simple to those that will challenge even the most ardent problem solver, and they include examples from algebra, geometry, number theory, probability, and trigonometry. They are directed to students at the junior and senior high school levels, and with few exceptions they are taken from the pages of the MATHEMATICS STUDENT JOURNAL (recently renamed the MATHEMATICS STUDENT), a periodical publication of the National Council of Teachers of Mathematics. (JP)

ED 092 412 SE 018 071

Kilpatrick, Jeremy Suydam, Marilyn N.

Reports on Mathematics Education Literature, 1969-1973.

Pub Date [74]

Note—91p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Bibliographies, *Instruction, *Literature Reviews, Mathematics, *Mathematics Education, Reference Materials, Research Reviews (Publications), *State of the Art Reviews, Teacher Education, Teaching Methods, Textbooks

This document consists of six reports on literature published in the United States each year from 1969 through 1973 on the pedagogy of mathematics. These reports were prepared for the German publication, ZENTRALBLATT FÜR DIDAKTIK DER MATHEMATIK. In each report, the literature is briefly reviewed under five categories: mathematics textbooks for teachers, books for professional reading, books on teaching methodology, books on research in mathematics education, and committee and conference reports. Each report contains an extensive list of references. (Author/DT)

SO**ED 092 413 SO 006 918**

Hunkins, Francis P.

What are the Components of a Good Graduate Program in Curriculum?

Pub Date Mar 73

Note—16p.; Speech presented at Annual Meeting of Professors of Curriculum (Minneapolis, Minnesota, March 16-17, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Course Content, *Curriculum, Curriculum Development, *Doctoral Degrees, *Graduate Study, *Professional Education, Program Content, Program Descriptions, *Schools of Education

Producing a viable graduate program in curriculum requires identification of the audience for the program and determining new areas for professional participation. The program must be flexible enough to meet the individual needs of its participants and must make them capable not only of coping with change but also of using various methodologies to plan and regulate change. A general curriculum component should deal with the principles, procedures, analysis, and organization of curriculum development and with curriculum theory. Important aspects of a curriculum program are components providing familiarity and competence in decision-making; systems analysis; the organization of educational institutions; communication of educational ideas, materials, and resources; educational psychology; and the dynamics of a community. Research experience, intern experience, a dissertation, and competence in a discipline area must also be included. These content dimensions for a graduate program in curriculum must be considered before decisions relating to types of learning experiences and environments can be made. (JH)

ED 092 414 SO 007 089**Bulletin of the Scottish Centre for Social Subjects.**

Number 3.

Scottish Centre for Social Subjects, Glasgow.

Pub Date Dec 73

Note—62p.

Available from—Scottish Centre for Social Subjects, Jordanhill College of Education, Glasgow, G13 pp. (25 pence or \$0.60 Single copy)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Classroom Materials, *Comparative Education, *Curriculum Development, Educational Innovation, Educational Technology, *Newsletters, Professional Associations, *Projects, Secondary Education, *Social Sciences, Teacher Developed Materials

Identifiers—*Scotland, United Kingdom

This Bulletin, published irregularly by the Scottish Centre for Social Subjects, discusses aspects of curriculum development in the social sciences at national and local levels in Scotland. The Centre's interest and activity focus on three areas: (1) collecting and disseminating information on curricular developments in the social sciences in Scotland and elsewhere in the United Kingdom; (2) helping the Scottish Central Committee to co-ordinate the activities of local groups and working parties of teachers; (3) issuing teaching and learning materials for trial in schools and collecting and processing results. This issue contains

the following seven articles: (1) Cognitive Development and the Social Subjects; (2) Towards a Technology of Education -- the Organization of Audiovisual Aids in Schools; (3) History and the Non-academic Pupil; (4) Modern Studies: Growth, Consolidation and Challenge; (5) Windows on Geography: Materials for Alternative 0 Grade Geography; (6) The Schools Council Curriculum Project: Geography for the Young School Leaver; and (7) Curriculum Development in an Ontario Secondary School. Short notes from members of the working Parties and professional associations are also included. Articles are solicited. (Author/RM)

ED 092 415 SO 007 310

Curtiss, Marie Joy

The Classical Performing Arts of India.

Spons Agency--Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No--BR-1-1006

Pub Date Aug 73

Contract--OEC-0-71-0611

Note--227p.

Available from--Marie Joy Curtiss, Syracuse University, Syracuse, New York 13210

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors--*Audiovisual Aids, Course Content, Dance, Drama, Educational Research, *Fine Arts, *Humanities, Music, Musical Instruments, *Non Western Civilization, Slides, Tape Recordings, Theater Arts

Identifiers--*India

A monograph of the numerous activities that have contributed to the current renaissance of India's classical performing arts covers the theoretical aspects, musical instruments, the main schools of classical dance, and drama. Besides the basic research described, the total project produced a set of 300 slides with annotated listing, picturing the performing arts and places related to them; a set of three seven-inch reels, double track tape with 52 annotated musical examples from music and dance; and the 216 page monograph describing the basics for each of the classical arts of music, and dance and Sanskrit drama. Complete sets of these materials are available from the following: Cultural Affairs Office, Government of India; College of Indian Music, Dance and Drama, M.S. University of Baroda; the Madras Music Academy; The National Sangeet Natak Academy, Delhi; the Maharaja's Museum, Jaipur; and the Bird Library, Syracuse University, Syracuse, New York. Each part of the project is capable of standing alone. The combined media provide a means of self-instruction for an independent course of study. Glossary and bibliography are included. (Author/KSM)

ED 092 416 SO 007 316

Federbusch, Marcia

Let Them Aspire! A Plea and Proposal for Equality of Opportunity for Males and Females in the Ann Arbor Public Schools. Fourth Edition.

Committee to Eliminate Sex Discrimination in the Public Schools, Ann Arbor, Mich.; KNOW, Inc., Pittsburgh, Pa.

Pub Date Nov 73

Note--92p.; Exhibits from copyrighted sources have been removed to conform with copyright laws

Available from--KNOW, Inc., Box 86031, Pittsburgh, Penn. 15221 (\$2.50 plus \$0.30 postage and handling)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors--Coeducation, Discriminatory Attitudes (Social), Educationally Disadvantaged, *Nondiscriminatory Education, Public Schools, School Administration, *School Policy, Self Concept, *Sex Discrimination, *Social Action, Social Discrimination, Student Needs, Textbook Bias, Vocational Education, Womens Athletics, *Womens Education

The report compiled by the Committee to Eliminate Sex Discrimination in the Public Schools, Ann Arbor, Michigan, for their Board of Education, points out the areas of school life in which females are not given the chance or the encouragement to aspire to competence. Four areas of particular disadvantage are stereotyping in books, athletic programs, industrial arts and home economics programs, and administrative policy, which entails hiring female principals and designing buildings with facilities for both sexes. Discussion of these concerns is illustrated by ex-

hibits from textbooks, memos, statements of policy, letters, and bibliographies of alternative literature emphasizing women. A list of 43 specific problems within those four areas, summarizing the content of the report and giving suggestions for solutions, is keyed to the discussion and exhibits for easy reference. This edition of the report includes sections on problems that have been ameliorated but which are maintained with the hope of aiding other school systems and action groups. (JH)

ED 092 417 SO 007 387

Nesbitt, William A., Ed.

Data on the Human Crisis: Teacher's Guide. Data on the Human Crisis: A Handbook for Inquiry.

New York State Education Dept., Albany. Center for International Programs and Comparative Studies.

Pub Date 72

Note--66p.

Available from--Center for International Programs and Comparative Studies, State Department of Education, 99 Washington Avenue, Albany, New York 12210. Single copies of both the handbook and the teacher's guide are free as long as the supply lasts

Document Not Available from EDRS.

Descriptors--Crime, Data, Environmental Education, Futures (of Society), *Inquiry Training, Interdisciplinary Approach, *International Education, Population Growth, Questioning Techniques, Secondary Education, Social Change, Social Problems, *Social Studies, Teaching Methods, Violence, *War, *World Problems

The major function of the handbook is to provide secondary level teachers with a collection of data on world problems that can be used in history, world affairs, sociology, or ecology courses. A teacher's guide accompanies the handbook. The teaching technique used is inquiry. Students analyze data, and form hypotheses and generalizations. Thirty-eight data sheets on the following topics are included in the handbook: (1) international and national violence; (2) the cost of arms; (3) population growth; (4) pollution and depletion of natural resources; (5) the rich-poor nation gap; (6) rapidity of change; (7) international cooperation; and (8) interrelationship of problems and the future. Questions with which to facilitate classroom discussion are provided for each data sheet in the teacher's guide which accompanies the handbook. (Author/RM)

ED 092 418 SO 007 494

Mintener, Bradshaw, Ed.

The Learning Tree: The Energy Crisis, Environment & Careers.

Madison Public Schools, Wis. Public Information Office.

Pub Date [Nov 73]

Note--16p.

Available from--Madison Public Schools, Public Information Office, 545 West Dayton, Madison, Wisconsin 53703 (Free)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors--*Career Education, Community Study, *Energy Conservation, *Environmental Education, Information Systems, *Newsletters, Parent School Relationship, Public Schools, School Community Relationship, *Simulation, Student Participation

Learning and teaching in the Madison, Wisconsin public schools is the focus of this newsletter announced here in a one time basis. The newsletter is issued monthly during the school year. The theme of this issue is the energy crisis, the environment, and careers. A monthly memo, a regular feature, introduces the theme, followed by ideas for the classroom. The major portion of the newsletter is devoted to the presentation of a simulation game, called Carenton Connector or Bypass Game. A newspaper, map, citizen questionnaire, and information cards constitute a simulation which encourages high student involvement in solving real community problems in planning and in environment. Career clusters related to the simulation are discussed. An Education Information System proposes a total school-community approach in gathering and cataloging useful, potential problem-solving information for community goals and problems. An article on a remedial physical education program is followed by a column voicing parent opinions and activities. Topics of past issues include human rela-

tions, math, foreign languages, inservice teacher training, and testing and evaluation. Issues are free from the Madison Public Schools, Public Information Office. (KSM)

ED 092 419 SO 007 498

Franklin, Barry M.

American Curriculum Theory and the Problem of Social Control, 1918-1938.

Pub Date Apr 74

Note--41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors--Conformity, Cultural Differences, *Curriculum Development, *Educational History, Educational Research, *Educational Sociology, *Educational Theories, Power Structure, School Role, Social Discrimination, Social Psychology, *Social Studies, Teacher Education

Identifiers--*Social Control

Curriculum as a field of study emerged in an intellectual climate in which the idea of social control was dominant. The intent of this paper is to look historically at the integration of the idea of social control into curriculum discourse, to indicate its dominant position as the underlying assumption of most early curriculum work, and to suggest the importance of this fact for contemporary curriculum thought. Section I marks the historical formulation of the idea of social control in American thought. Sections II and III outline the theories of Ross and Elwood, contenders of the two basic viewpoints of overt and covert social control. Section IV looks at the social context in which the idea of social control was developed, while Section V deals with influences in operation on curriculum such as developments in the field of psychology. Section VI presents the views of other formative theorists in the emerging field of educational sociology. Section VII considers whether that initial orientation toward social control still remains. It is observed that the idea of social control continues to dominate and that the function of this orientation historically and perhaps today has been to restrict certain segments of the nation's population in the name of social homogeneity. (Author/KSM)

ED 092 420 SO 007 501

Copenhaver, Beverly J., And Others

A Review of the Law in a Free Society Project, 1970-1972.

California State Bar, California Univ., Los Angeles, Univ. Extension.

Pub Date [72]

Note--21p.; Prepared in cooperation with the University of California Schools of Law; For a related document, see ED 062 225

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors--Administrative Organization, Adult Education, *Civics, Community Role, Curriculum, *Curriculum Development, *Educational Programs, Elementary Education, Evaluation, Kindergarten, *Law Instruction, Objectives, Secondary Education, *Social Studies, Teacher Education

Identifiers--California, *Law in a Free Society Project

In 1970, the California State Bar obtained funds from the California Council on Criminal Justice and initiated the Law in a Free Society project. The goal of the six-year project was to develop educational programs for elementary and secondary students, teachers, supervisors, administrators, and community members in an attempt to improve the quality of civic and legal education. This review of the project in its second year discusses the following topics: (1) objectives; (2) administrative organization; (3) the development and recording of administrative procedures, curriculum, and evaluation; (4) curriculum development procedures; (5) curriculum for in-service training of teachers; (6) evaluation program; (7) community support; and (8) dissemination of information about the project to groups outside the experimental areas. Names and positions of members of the executive committee are listed. An administrative organization chart and an in-service course chart are included in the appendices. (Author/RM)

ED 092 421 SO 007 505

"Misunderstanding China" Unit.

Bay Area China Education Project, Stanford, Calif.

Pub Date [73]

Note—9p.; For a related document, see SO 007 593

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Asian Studies, Attitudes, *Chinese Americans, *Chinese Culture, Class Activities, Cultural Images, Ethnic Groups, *Ethnic Stereotypes, *Ethnic Studies, Questioning Techniques, *Racism, Resource Materials, Secondary Education, Social Studies Units

Identifiers—Bay Area China Education Project, BAYCEP, *China

The short unit, designed around the use of the film "Misunderstanding China", is a secondary level study of American stereotypes of China. The major objective of the unit is to help students understand the origins and causes of stereotypes. While the case in point is China, the unit can be used in any context where stereotyping is relevant. Suggested teaching strategies include questioning techniques and classroom discussion. The unit is composed of the following three sections: (1) preliminary exercise and discussion on the definition, origins, causes, and people's attitudes towards stereotypes; (2) showing the film "Misunderstanding China" which is an historical presentation of how Americans have viewed China; and (3) follow-up discussion to fill out and expand the previous discussion on stereotypes with some of the historical material presented in the film. Ideas and suggestions for discussion topics are presented. An annotated bibliography of recommended secondary classroom materials on China, comprising half of the document, is included. (Author/RM)

ED 092 422 SO 007 507

Monroe, Vivian And Others

Survey and Analysis of School Related Law and Citizenship Educational Programs in America. Constitutional Rights Foundation, Los Angeles, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 73

Note—24p.; Sections IV through VIII not included in this summary with the exception of Special Merit Projects Contact List

Available from—Constitutional Rights Foundation, 609 South Grand Avenue, Los Angeles, CA 90017

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Citizenship, Data Collection, Directories, Elementary Education, *Law Instruction, *Laws, *National Surveys, Program Descriptions, *Public Schools, Questionnaires, Secondary Education, Statistical Analysis, Use Studies

The interest of the Constitutional Rights Foundation in legal and citizenship education helped to instigate a comprehensive, nation-wide study of law-related educational projects for public school-age children. An overview and analysis, introductory remarks, and statistical summary are presented, along with a list of projects of special merit. Introductory remarks comment on the basic items of the questionnaire used to collect the data and discuss some of the problems within the survey format and its statistical analysis. The overview and analysis justify the survey on the basis of the current state of law and citizenship education as well as prevailing attitudes toward law and lawyers. Noted from the results of the survey are the following conclusions: that few programs make any attempt to involve students as participants in the legal or political process; that state departments of education are very inactive in this field; that most of the outstanding projects stress instructional techniques that encourage thought; and that few projects receive federal money through Title III or the United States Office of Education or from the large national foundations. Actions spurred by the survey are recounted, including new efforts to disseminate information about these projects to social studies educators on a nation-wide scale. (Author/KSM)

ED 092 423 SO 007 509

Judicial Process, Grade Eight. Resource Unit (Unit V).

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No—CRP-HS-045

Pub Date 66

Note—267p.; Some pages of marginal legibility; For related documents see SO 007 510 through SO 007 515

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Case Studies, Civil Liberties, Constitutional History, Course Content, Court Doctrine, *Court Litigation, Court Role, *Federal Courts, *Grade 8, Law Instruction, *Political Science, Resource Units, *Social Studies Units, Supreme Courts, Teaching Methods, Units of Study (Subject Fields)

Identifiers—Judicial Branch, *Project Social Studies

This resource unit, developed by the University of Minnesota's Project Social Studies, introduces eighth graders to the judicial process. The unit was designed with two major purposes in mind. First, it helps pupils understand judicial decision-making, and second, it provides for the study of the rights guaranteed by the federal Constitution. Both purposes are met through the study of several long case studies as well as through the analysis of short cases and many other kinds of materials. Two outlines of content, preceded by objectives, are used to show the relationship of data and generalizations and to suggest the order in which different topics and case studies might be taken up in the classroom. A reading on local government and politics concludes the unit. The teacher's guide is SO 007 511. (Author/KSM)

ED 092 424 SO 007 510

The Executive Process, Grade Eight. Resource Unit (Unit III).

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No—CRP-HS-045

Pub Date 66

Note—160p.; For related documents see SO 007 509 and SO 007 511 through SO 007 515

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Behavioral Objectives, Case Studies, Course Content, *Decision Making, *Federal Government, *Government (Administrative Body), Grade 8, Law Instruction, *Political Science, Resource Units, *Social Studies Units, Teaching Methods, Units of Study (Subject Fields)

Identifiers—Executive Branch, *Project Social Studies

This resource unit, developed by the University of Minnesota's Project Social Studies, introduces eighth graders to the executive process. The unit uses case studies of presidential decision making such as the decision to drop the atomic bomb on Hiroshima, the Cuba Bay of Pigs and quarantine decisions, and the Little Rock decision. A case study of a governor's decision to declare martial law during a strike is also used. The first of two content outlines presents a logical outline of the sub-generalizations and data which supports major generalizations. The second outline offers a general order to follow in presentation along with correlated teaching procedures. Objectives are included and readings, decision making exercises, and a bibliography are appended. Teacher's guide is SO 007 511. (Author/KSM)

ED 092 425 SO 007 511

Teacher's Guide to the Eighth Grade Course on Our Political System.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No—CRP-HS-045

Pub Date 68

Note—48p.; For related documents, see SO 007 509 through SO 007 515

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*American Government (Course), Case Studies, *Civics, Course Objectives, Decision Making, *Grade 8, Law Instruction, *Political Science, Resource Units, Sequential Programs, *Social Studies, Teaching Guides, Unit Plan

Identifiers—*Project Social Studies

The Project Social Studies Curriculum Center at the University of Minnesota developed this teacher's guide for an eighth grade course on Our Political System. The course, part of an articulated curriculum for grades K-12, draws heavily upon political science while using concepts from other social sciences. The emphasis is on decision-making at the level of the individual voter as well as at the level of interest groups and governmental institutions. Most units are developed with the use of case studies. The course is divided into the following six units: Overview of Our Political System; Political Parties and Elections; Executive Process; Legislative Process; Judicial Process; and Decision Making at the Local Level. An introduction to the teacher's guide includes behavioral goals, skills, key concepts, rationale, and teaching strategies. A unit by unit outline of content, a description of the place of the course in the overall curriculum, the unit format, and the adaptation of resource units to specific classes are described. Details on preparation and availability of the materials are followed by charts of the sequential development of concepts and the placement of attitudinal goals. (Author/KSM)

ED 092 426 SO 007 512

Legislative Process, Grade Eight. Resource Unit (Unit IV).

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No—CRP-HS-045

Pub Date 66

Note—192p.; Some pages of marginal legibility; For related documents see SO 007 509 through SO 007 515

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Behavior Patterns, Case Studies, Elections, *Federal Government, *Government (Administrative Body), Grade 8, Law Instruction, Legislation, *Legislators, Political Issues, *Political Science, Politics, Resource Units, *Social Studies Units, Units of Study (Subject Fields), Voting

Identifiers—Legislative Branch, *Project Social Studies

This resource unit, developed by the University of Minnesota's Project Social Studies, introduces eighth graders to the legislative process. The unit uses case studies such as the Civil Rights Acts of 1960 and 1964 and attempts to change the Rules Committee in 1961. It also uses much data on background of congressmen and on distribution of committee chairmen according to region, and analyzes voting behavior in terms of district represented. Objectives are followed by the main body of the unit which contains two content outlines. The first outline presents an organized body of content to illustrate the relationship of the content to the major generalizations and teaching activities. The second outline suggests the order in which content might be taught. A bibliography and a teacher's film guide concludes the unit. The teacher's guide is SO 007 511. (Author/KSM)

ED 092 427 SO 007 513

Decision Making at the Local Level, Grade Eight. Resource Unit (Unit VI).

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No—CRP-HS-045

Pub Date 67

Note—36p.; For related documents see SO 007 509 through SO 007 515

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Community Study, Course Content, *Decision Making, Grade 8, *Local Issues, Political Issues, *Political Science, Problem Solving, Resource Units, *Social Studies Units, Teaching Methods, Units of Study (Subject Fields)

Identifiers—*Project Social Studies

This resource unit, developed by University of Minnesota's Project Social Studies as part of a course on Our Political System, introduces eighth graders to decision making at the local level. This unit, much shorter than the others in the course, attempts to have pupils use concepts learned earlier to analyze one or more crucial problems.

in their own community. Students identify and define problems to determine alternative ways of trying to solve them. A list of objectives is followed by an outline of content correlated to objectives, teaching procedures, and materials of instruction. A supplementary reading and bibliography conclude the unit. The teacher's guide is SO 007 511. (Author/KSM)

ED 092 428 **SO 007 514**

Overview of Our Political System, Grade Eight. Resource Unit (Unit I).

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No.—CRP-HS-045

Pub Date [66]

Note—92p.; For related documents see SO 007 509 through SO 007 515

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*American Government (Course), Behavioral Objectives, Conflict, *Conflict Resolution, Course Content, Decision Making, Democratic Values, Federal Government, Federal Laws, Grade 8, Law Instruction, *Political Science, Resource Units, *Social Studies Units, *Social Systems, Teaching Methods, Units of Study (Subject Fields)

Identifiers—*Project Social Studies

This resource unit, developed by the University of Minnesota's Project Social Studies, introduces eighth graders to an overview of the American political system. The unit analyzes political conflict, compromise, and the need for government and law. It examines American political ideals and contrasts them briefly with other political ideologies and provides an overview of our federal structure and theoretical system of separation of powers. These facts of our political system are contrasted briefly with unitary and parliamentary systems. The unit establishes questions to use in examining decision making in later units and also questions to use in evaluating political institutions against American ideals. A statement of objectives precedes the main body of the unit which contains an outline of content with correlated teaching procedures and materials of instruction. Appendices include a reading on the American political system, an exercise in conflict and accommodation, listening, thinking, and decision-making skill activities, as well as a list of selections on primitive law. Teacher's guide is SO 007 511. (Author/KSM)

ED 092 429 **SO 007 515**

Political Parties and Elections, Grade Eight. Resource Unit (Unit II).

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No.—CRP-HS-045

Pub Date 66

Note—274p.; For related documents see SO 007 509 through SO 007 515

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—Behavioral Objectives, Behavior Patterns, Course Content, Data Analysis, *Elections, Grade 8, *Political Affiliation, *Political Science, Politics, Public Opinion, Resource Units, *Social Studies Units, Teaching Methods, Units of Study (Subject Fields), *Voting

Identifiers—*Project Social Studies

This resource unit, developed by the University of Minnesota's Project Social Studies, introduces eighth graders to political parties and elections. Ways in which political scientists study voting behavior, sampling techniques, problems arising from interpreting findings, and the use of correlational studies are presented. The unit includes an analysis of political behavior of voters in which students set up hypotheses about voter behavior and check them against data in numerous tables. They figure out limitations of the data in the tables and what other kinds of data that are needed before drawing conclusions. The first of two content outlines presents an organized body of content to illustrate the relationship of the content of the unit to the major generalizations and teaching activities. The second outline suggests the order in which content might be taught. Objectives are

listed and supplementary readings are appended along with several classroom exercises. Teacher's guide is SO 007 511. (Author/KSM)

ED 092 430 **SO 007 516**

Karstenson, Lewis

A Study on the Validity and Reliability of a Questionnaire on Student Attitude Toward Economics.

Pub Date [72]

Note—57p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Attitude Tests, Course Evaluation, Data, *Economics, *Educational Research, *Evaluation, Higher Education, Predictive Validity, Reliability, Statistics, *Student Attitudes, Student Behavior, Tables (Data)

The Questionnaire on Student Attitude Toward Economics (QSATE-O) was administered, as a

pretest in the first week of classes and again as a posttest in the final week of classes, to the students enrolled in seven sections of Economics 101 at Ohio University. Purposes of the study were to obtain measures of student attitude toward economics at the beginning and at the end of the introductory courses, and to estimate the direction as well as the extent of changes in attitude over the time period when the students were enrolled in the course. Among the major findings are the following: (1) student attitude toward economics tended to deteriorate over the time period when the students were enrolled in the course; and (2) the demand for economic knowledge and instruction in economics was lower at the conclusion of the course than at the beginning. To determine whether the QSATE-O was valid for the population of students with whom it was used, a predictive validity problem was constructed and tested. The reliability of the instrument was also measured. Results indicate that the instrument was a valid measure of student attitude and that it operated in a highly reliable manner. The original and revised forms of the questionnaire on student attitudes toward economics and a summary of statistical procedures used in the study are included in the report. (RM)

ED 092 431 **SO 007 517**

Wisniewski, Richard

Paying One's Dues.

Pub Date Nov 73

Note—12p.; Paper presented at the National Council for Social Studies (San Francisco, November 24, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Bureaucracy, *Change Agents, *Educational Change, Educational Innovation, *Individual Power, *Social Action, Social Change, Teacher Attitudes, Teacher Education, *Teacher Role

Predicated on the premise that social justice cannot be achieved without social action, that change does not occur without change agents, and that the only significant reforms in schools are those promoting social justice, it is argued that teachers who are reformers in education must be willing to pay their dues. Traditional approaches to reform are available so long as one remains within the bureaucratic structure, and not all rewards for promoting change are positive. On the whole, there are a few models to inspire students in education to become more oriented to reform. It is those involved in reform at the college level, however, who gain experiences to prepare them to be truly effective teachers. As a reform effort is a political act, reformers must recognize the risks of being perceived as different and the difficulty of bridging the gap between rhetoric and implementation. The emphasis on job security in education and a surplus supply of teachers lessens the attractiveness of challenging the educational status quo. If one wishes, therefore, to be a reformer, one will pay some dues both personally and professionally. While not everything that happens to the reformer is necessarily negative, hard work and frustration must be expected. (Author/KSM)

ED 092 432 **SO 007 524**

Watson, Bernard C.

"The Social Responsibility of the Social Scientist."

Pub Date Apr 74

Note—10p.; Paper presented at the American Educational Research Association Meeting

(Chicago, April 15-19, 1974). Included in monograph "Stupidity, Sloth, and Public Policy, Social Darwinism Rides Again." SO 007 496

Available from—Dr. Bernard C. Watson, 351 Ritter Hall, Temple University, Philadelphia, Pennsylvania 19122

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Bias, *Ethics, Information Utilization, Research Utilization, *Scientific Attitudes, Scientific Principles, Scientists, Social Discrimination, *Social Responsibility, *Social Sciences

Although social scientists are often adjured to become more "scientific," they might well remember a phenomenon described by Arthur Lovejoy as "metaphysical pathos" or the set of sentiments with which every theory is associated and which are congruent with the mood or deep lying sentiment of its adherents. Examples from the past include the Social Darwinism which dominated American thinking during the nineteenth century; the iron law of wages, that the income of the masses could not rise above a minimum level necessary for existence; the premise of natural inferiority which thrived in anthropology and ethnology during the period of imperialism; and the various accounts of Reconstruction in the United States. The concept of a culture of poverty put forward in recent times falls into the same trap. Social scientists have a special responsibility to understand the implications of their work; to act on that understanding; and to detect bias in the thrust of their investigations. (Author/JH)

ED 092 433 **SO 007 526**

French, Sally, Ed.

Southeast Alternatives, 1974. [Minneapolis Public Schools.]

Minneapolis Public Schools, Minn. Special School District 1.

Pub Date Mar 74

Note—59p.

Available from—Southeast Alternatives, Rm 206, Tuttle School, 1042 18th Avenue, S.E., Minneapolis, Minnesota 55414 (\$1.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Alternative Schools, Community Schools, Discovery Learning, *Educational Innovation, Experimental Programs, *Experimental Schools, Federal Aid, Humanization, Individualized Programs, *Open Education, Open Plan Schools, *Public Schools, Relevance (Education), Research Utilization, Student Centered Curriculum, Ungraded Schools

Southeast Alternatives describes six elementary and secondary schools -- the result of a 1971 proposal for federal funding for experimental schools to bridge the gap between experimentation and actual school practice and for evaluation of the effort. Discussion of the mechanics of implementation, including organization, governance and finance, and support facilities, such as the Teacher Center and Television and Media Studio, describes each school in its larger context. Tuttle Contemporary School, placing priority on acquiring basic skills with new techniques in the traditional classroom. Pratt Continuous Progress School providing a self-paced curriculum in basic skills, and Marcy Open School applying developmental concepts and student participation in activity planning to achieve self-confidence -- all provide elementary education in Southeast Minneapolis. The Southeast Free School for students from the age of four aims to build confidence and awareness within students so that they will want to learn necessary skills. Marshall-University High (MUH) School provides education options and experimentation in the school and community. MUH includes a special education program and a transitional program for grades six, seven, and eight. (JH)

ED 092 434 **SO 007 527**

Snellgrove, Louis

Survey of Precollege Psychology -- U.S.A. -- 1973.

Pub Date 73

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Course Content, Data Analysis, Educational Objectives, *Educational Trends, *High School Curriculum, Instructional Materials, *National Surveys, *Psychology, Question-

naires, *School Statistics, Secondary Education, Teacher Background, Teacher Characteristics, Teaching Techniques, Textbooks

Results of a survey of precollege psychology conducted in 1973 are presented. The survey consisted of 1000 mailed questionnaires, 419 of which returned to be analyzed. Each of the 30 questionnaire items is stated and the results listed. Responses show that most schools which replied have over 1,000 students, that most teachers have taught psychology for four years part-time, and probably teach either history or sociology as well. Most psychology teachers have a Master's degree and teach psychology at the 11th and 12th grade levels. Textbooks and books of readings most commonly used are noted. The educational background of the teachers, specifically in psychology, is analyzed. Rankings of topics in psychology are given in their importance for both teachers and students. Techniques used in the classroom, ranking of importance of instructional objectives by teachers and students, and information on state certification of teachers in psychology conclude the survey report. (KSM)

ED 092 435 SO 007 529

Wheeler, James O.
Bibliography on Geographic Thought, Philosophy, and Methodology, 1950-1973. Geography Curriculum Project Occasional Paper Number 3. Georgia Univ., Athens. Geography Curriculum Project.

Pub Date Oct 73

Note—37p.
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Bibliographies, Comparative Education, Geographic Concepts, *Geography, Geography Instruction, Methodology, Philosophy, Professional Training, *Social Sciences, *Trend Analysis

Identifiers—*Geography Curriculum Project

The bibliography cites books, periodicals, and reports on geographic thought, philosophy, and methodology published between 1950-1973. Only items in English are listed. A useful reference for educators, students, curriculum developers, and professional geographers, the bibliography begins with an introduction in which the compiler gives a succinct overview of recent trends in geography. The bibliography cites books and articles separately. The articles are further categorized by the following areas: (1) Biographical; (2) Geography and Other Disciplines; (3) Geography in Various Countries; (4) Methodology in Geography; (5) Philosophy of Geography; (6) Professional Training; (7) Quantitative Geography; (8) Subdisciplines of Geography; and (9) Theoretical Approaches. The arrangement within categories is alphabetical by author. (Author/RM)

ED 092 436 SO 007 535

Ball, John M.
A Bibliography of Geographic Education. Geography Curriculum Project Revised Publication Number 2.

Georgia Univ., Athens. Geography Curriculum Project.

Pub Date 69

Note—120p.; The addendum section of the bibliography is of marginal legibility

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Bibliographies, Curriculum, Educational Research, Elementary Education, Evaluation, *Geographic Concepts, *Geography, *Geography Instruction, Higher Education, Objectives, Secondary Education, *Social Studies, Teaching Methods

Identifiers—*Geography Curriculum Project

The annotated bibliography lists articles, books, theses and pamphlets which treat geographic education at all levels. Items cited were published between the years 1950-1969. There is one principal exception to the 1950 base year. In 1963 the National Council for Geographic Education published a Selected Bibliography of Geography Education for Curriculum Committees which was limited to articles from the Journal of Geography for the period 1951-1962. Therefore, only those articles from the Journal of Geography since 1962 are included in this bibliography. Only publications in English are included with emphasis on those published in the United States. Items are listed alphabetically by author within the following sections: (1) bibliographies; (2) aims and

objectives; (3) value; (4) curriculum; (5) teaching methods; (6) teacher education; (7) college and university teaching; (8) research in geographic education including theses and dissertations and (9) miscellaneous. An author index is provided. (Author/RM)

ED 092 437 SO 007 537

Swanson, Carl P.
The Role of the Humanities in Environmental Education. Pub Date 74

Note—23p.; Based on a paper presented to the AAAS Symposium, "The Relationship of the Natural Sciences, Social Sciences, and the Humanities to Environmental Education" (San Francisco, February 25, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Attitudes, Conservation Education, Educational Philosophy, *Environmental Education, Futures (of Society), *Humanism, *Humanities, Land Use, Natural Resources, Natural Sciences, Population Growth, *Social Sciences, Technology, Values

The recent flood of environmental literature mourns our values and actions which have led to such predictable results. Our value systems, making use of the available science and technology, have wrought changes in the land and its meaning which neither the land nor the human spirit can accommodate with ease; crises of both an environmental and a spiritual nature are inevitable. As solutions are sought for environmental problems and attempts made to adjust our way of life to an environment finite in space and resources, the method must be a humanized one. The central image of the many-faceted individual in a kaleidoscopic environment is derived as much from the humanist as it is from the scientist and the engineer. (Author/KSM)

ED 092 438 SO 007 539

Becker, James M.
World Studies Perspectives: Introduction, Guidelines, Checklists, and Materials Selection Criteria.

Social Studies Development Center, Bloomington, Ind.

Pub Date 73

Note—16p.; Paper presented at the Symposium on LDS International Communications and Language Concerns at Brigham Young University, 1973

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Check Lists, Curriculum Development, Decision Making, Diffusion, *Educational Objectives, Evaluation Criteria, *Guidelines, Instructional Improvement, Instructional Materials, Rating Scales, *Selection, *Social Studies, *World Affairs

Identifiers—*Worldmindedness

Guidelines for World Studies, Checklist for World Studies, and Guidelines for Selecting World Studies Materials and Resources assist in setting goals and objectives, determining priorities in schools, and deciding materials and programs most appropriate for each situation. The World Studies Guidelines provide information about the processes, procedures, and materials in global affairs. Goals and priorities are listed with their subgoals to be rated from "important" to "of little importance." The Checklist, which clarifies available options in determining the what, when and how of teaching, lists the same goals which may be checked from "emphasized" to "little or no emphasis." The content and evaluation of present programs are organized under suggested topical headings. The topic and present program are evaluated by the user as to their importance and emphasis. Guidelines for Selecting World Studies Materials consists of an evaluation instrument to assist social studies teachers and department chairmen in the selection of appropriate, high quality materials. Suggested procedures, development sources, background, and perspectives are stated in the selection guide. A rating scale is keyed to the evaluative criteria which is organized into a rationale and objectives, content, antecedent conditions, and product characteristics. (Author/KSM)

ED 092 439 SO 007 540

Engle, Shirley H. And Others
Report of the High School Curriculum Center in Government. Final Report.

Indiana Univ., Bloomington. High School Curriculum Center in Government.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Elementary and Secondary Research.

Bureau No.—BR-5-0643; BR-H-223

Pub Date Mar 72

Contract—OEC-6-10-274

Note—345p.

EDRS Price MF-\$0.75 HC-\$16.20 PLUS POSTAGE

Descriptors—American Government (Course), Change Strategies, Civics, Curriculum Design, *Curriculum Development, Decision Making, Formative Evaluation, High School Curriculum, *Political Science, Program Evaluation, Program Improvement, Reports, *Social Sciences, *Summative Evaluation

Identifiers—*American Political Behavior

Acting on the belief that existing courses in civics and government lack success because they are largely redundant and fail to capitalize on recent research in political science, the High School Curriculum Center in Government developed a two-semester program entitled "American Political Behavior" (APB). The final report of the curriculum project focuses on what the project accomplished, how the accomplishments were achieved, and why the staff chose the path of development it followed. Included are a topical history of the project, the development and decision-making process leading to the product (APB), a description of the evaluation of APB, and a conclusion and recommendations. APB was found to be a successful alternative to 9th-grade civics and 12th-grade American government courses by featuring a social science approach to politics based on concepts such as political socialization, role, and decision making to derive greater meaning from political phenomena. (Author/KSM)

ED 092 440 SO 007 541

Karma, Kai

The Ability to Structure Acoustic Material as a Measure of Musical Aptitude: I. Background Theory and Pilot Studies. Research Bulletin 38. Helsinki Univ. (Finland). Inst. of Education.

Pub Date Nov 73

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Aesthetic Education, *Aptitude Tests, Models, *Music, Music Education, Students, *Talent, Test Bias, Test Construction, Tests

This report defines musical aptitude in order to construct a test and obtain data pertinent to the perfecting of the definition and helpful in the practical assessment of student aptitude. Criteria for assessing potential music students often reflect achievement rather than aptitude; objective tests are often too atomistic and narrow in scope or are too subjective and dependent on culture and training. By defining musical aptitude as the ability to conceive the structure of acoustic material, and by placing that definition within a model representing the areas of important variable correlation with musical comprehension—areas of sensory discrimination, musical aptitude and some correlated factors, and personality—a basis for a culture-free test of aptitude was derived. The test was administered to 30 music institute students, ages 10-18, and consisted of recognition of a second series of sounds as a segment of a first series of sounds. Analysis of the results, which correlated .60 with teacher's ratings, have motivated further study which will consist of a lengthened test, the use of the test in selecting institute students, and the correlating of musical ability with general intelligence and spatial ability. (JH)

ED 092 441 SO 007 542

Reddington, Orville A.

Social Studies Program for Idaho Public Schools,

Grades K-12. [Revised Edition].

Idaho State Dept. of Education, Boise.

Pub Date Jan 74

Note—130p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Anthropology, Audiovisual Aids, Civics, Economics, Educational Objectives, Elementary Education, Fundamental Concepts, History, Inquiry Training, Instructional Materi-

als, Interdisciplinary Approach, Map Skills, Secondary Education, *Social Sciences, *Social Studies, Sociology, *State Curriculum Guides, Teaching Procedures

This model state curriculum guide for K-12 social studies provides teachers with planned continuity to assist in supplementing classroom offerings. The publication is designed to acquaint teachers with new content, processes, terminology, purposes, objectives, grade placement of content, instructional materials, and techniques of inquiry. The guide begins with a statement of purpose and is followed by a list of major social studies objectives; three sections on inquiry skills; suggested teaching procedures, methods, and practices; and information on developing a climate for problem, writing and teaching social studies units, materials and equipment, audiovisual aids, and uses of overhead projects. A checklist of materials and equipment and observations on the interdisciplinary approach, on man in his geographic setting, and on a study of Idaho follows. The major section of the guide is comprised of outlines of content in anthropology, civics, economics, geography, map and globe skills, history, and sociology. For each subject area the basic understandings, inquiry skills, and attitudes and values precede lists of concepts divided into primary, intermediate, and secondary levels. Sources on Idaho are appended. The guide concludes with a bibliography. (Author/KSM)

ED 092 442 SO 007 546

Bezdanov, Stevan

A Community School in Yugoslavia. Experiments and Innovations in Education No. 6.

International Bureau of Education, Geneva (Switzerland).

Pub Date 73

Note—41p.

Available from—Unipub, Inc., 650 First Avenue, New York, New York 10016 (\$1.65)

Document Not Available from EDRS.

Descriptors—*Activity Learning, Case Studies (Education), *Collective Settlements, Community Control, Community Responsibility, *Community Schools, Comparative Education, *Educational Experiments, Elementary Education, Governance, Political Socialization, School Community Cooperation, School Community Programs, *Socialization, Student Participation Identifiers—*Yugoslavia

This is a study of the constitution and development of a community school in a town near Belgrade. It is one of numerous community schools which expresses the characteristics of its particular commune and which participates actively in the development of the commune. Part 1 of this study lays out the basic principles and social demands for the building up of community schools in Yugoslavia. Part 2 examines the development of the Sonja Marinkovic eight-year elementary school in Zemun (an ancient town now part of greater Belgrade) as the model of a community school and includes discussions on selecting local source materials and persons to contribute to the curriculum, involving students in production work, school participation in community activities, and self-management in the school. In part 3 conclusions are drawn regarding effects and general results of the practice of this school. (Author/JH)

ED 092 443 SO 007 548

Wiggins, Suzanne, Ed. Kress, Shirley, Ed.

The Principles of Economics Courses at San Jose State College: A Report of the Economics Curriculum Seminar.

San Jose State Coll., Calif.

Spons Agency—Joint Council on Economic Education, New York, N.Y.

Pub Date Sep 68

Note—162p.; Published by the San Jose State College Economics Education Center

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—College Curriculum, Content Analysis, Course Descriptions, Curriculum Development, *Curriculum Evaluation, *Economic Education, Economics, *Educational Change, Educational Principles, *Educational Strategies, Fundamental Concepts, *Instructional Design, Seminars, Student Participation, Student Projects, Textbook Evaluation

Discussions and studies carried out by students enrolled in a year-long economics curriculum seminar are reported. The seminar was organized

to study and make recommendations to an economics department about changing the content and teaching of principles of economics courses at a State university. Thirteen students, masters candidates-teaching assistants or senior majors, enrolled in the course. The class activities are chronicled to give an understanding of how the seminar operated and to show how ideas for change developed and progressed during the year. The main body of the report contains eight of the student papers written for the seminar which form a fairly comprehensive study of the principles course. The papers include four empirical investigations of instruction in the principles courses, two analyses of the value and content of principles texts and programmed instruction, and two critiques of the content selection of the principles of economics. The final section reprints general recommendations submitted by students as well as the author's reflections about the recommendations and the course. (Author/KSM)

ED 092 444 SO 007 549

Malcolm, Janet M. Cargille, Charles M.

The Education of Population Scientists.

Pub Date 73

Note—14p.; Paper presented at the Annual Meeting of the Population Association of America (April 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Curriculum Planning, *Demography, Doctoral Programs, *Environmental Education, *Graduate Study, Human Capital, Information Science, Intellectual Disciplines, Interdisciplinary Approach, Management Systems, Natural Sciences, *Population Education, *Professional Education, Social Sciences

Population science, a combination of natural science, social science, and management science, deals with the phenomena associated with the human population size. Subjects include the rates of change of the sizes of the various subsets of the human population, the causes and results of those changes, the societal pressures for control of population subset size, and the methodology and results of such control. The education of the population scientist, therefore, must integrate demography, sociology, anthropology, psychology, political science, information science, management science/operations research, reproductive biology, and human ecology. The population scientist must be educated in his roles in the collection and organization of knowledge about the sizes of subsets of the human population and in the management of those sizes. Existing graduate programs at various universities across the country display a miscellany of approaches and emphases; most programs are not taught within a single department, and few or none require management science. (Author/JH)

ED 092 445 SO 007 551

Fraenkel, Jack R.

Teacher Approaches to the Resolution of Value Conflicts.

Pub Date 18 Nov 72

Note—12p.; Paper presented at the Annual Meeting of the National Council for Social Studies (52nd, Boston, Massachusetts, November 1972)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Conflict Resolution, Data Analysis, Educational Research, Effective Teaching, *Interpersonal Competence, Social Relations, *Social Studies, Teacher Behavior, Teacher Influence, *Teacher Role, *Values

This reports the results of a pilot effort to investigate how social studies teachers attempt to resolve a situation in which values conflict. Ninety-two elementary and secondary teachers randomly selected from participants in two social studies conferences were asked to describe in writing an incident in which they were faced with a dilemma. Tables present story categories assigned by teachers (decision-making justice, dissent, and equality), interpersonal involvement, the perceived antagonist, and solutions to dilemma situations. Implications drawn from the data suggest that this sample of teachers seemed unable to perceive a situation from another's viewpoint and resolved conflict by authority or avoidance. It is observed that values education materials can be of little avail if teachers are unable to perceive or understand the viewpoints and positions of others. (Author/KSM)

ED 092 446

SO 007 552

Saariinen, Thomas F.

The Effect of the Border on Student Views of the World: Nogales, Arizona and Nogales, Sonora.

Pub Date 26 Apr 74

Note—9p.; Paper presented at the Annual Meeting of the Rocky Mountain Social Science Association (El Paso, Texas, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Cognitive Processes, *Comparative Analysis, Cultural Background, *Cultural Differences, Cultural Factors, *Geography, Human Geography, *Maps, Map Skills, *Perception, Sociocultural Patterns

A comparison of freehand sketch maps of the world provides a simple but effective means of exploring images of the world. The maps of 60 high school students from Nogales, Arizona, and 60 from Nogales, Sonora, were analyzed according to number of map features included, percent of features for each continent, frequency of country identification in South America and Asia, perceived relative sizes of the continents, and the accuracy of forms of the continents. The data were examined to discover cultural influences on map differences, and other influences such as proximity, size and shape of countries and continents, and currency in the news of particular countries. Results indicated a tendency for Mexican students to have a better conception of South America, while the American students were more aware of many Asian areas. Both groups saw North America and Europe as the most important areas of the world, suggesting the importance of their cultural roots there. (Author/JH)

ED 092 447

SO 007 553

Dawson, George G.

The Impact of the Kazanjan Awards Program on Winners.

Joint Council on Economic Education, New York, N.Y.; New York Univ., N.Y. Center for Economic Education.

Spons Agency—Calvin K. Kazanjan Economics Foundation, Wilton, Conn.

Pub Date 23 Mar 70

Note—40p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Economic Education, *Foundation Programs, Positive Reinforcement, *Professional Recognition, *Program Evaluation, Program Improvement, Rewards, Teacher Morale Identifiers—Kazanjan Foundation Awards

A questionnaire developed to assess the impact of the Kazanjan Awards Program on the winners was mailed to the recipients of first, second, third, fourth, and honorable mention awards. A total of 134, or 61% of the winners replied. The effects of their having received an award are summarized and then broken down by teaching level (primary, intermediate, junior high, secondary, and higher education) and by degree of award. Responses deal with promotion, salary increases, recognition from employers, public recognition, publications, outside employment, effect of school curriculum, effect on winner's teaching, assistance to other educators, participation in council or center programs in economic education, and interest in awards programs. Representative comments from the winners are included. The award appears to have had a beneficial impact on the recipient, his associates, and his school. The importance that the winners attach to recognition of their achievement by their peers and school administration is particularly evident among the responses. (JH)

ED 092 448

SO 007 555

DeBolt, Susan

A Study of "Man: A Course of Study" in the Metropolitan School District, Nashville, Tennessee.

Pub Date 172

Note—148p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Classroom Observation Techniques, Data Analysis, *Educational Innovation, Educational Research, Effective Teaching, Elementary Education, Evaluation Criteria, Inquiry Training, Learning Processes, Literature Reviews, *Program Effectiveness, *Program Evaluation, Research Methodology, *Social Studies, Teaching Styles, *Use Studies Identifiers—*Man A Course of Study

This study was initiated in order to assess the effectiveness of an innovative social studies curriculum, "Man: A Course of Study" (MACOS). The introduction presents an overview of MACOS, the major hypotheses tested, and the design and function of the observation instrument. Chapter 2 reviews the literature on MACOS, emphasizing the learning theory on which MACOS is based and the relationship of cultural background to scholastic achievement. Chapter 3 discusses observation findings, analyzing classroom lessons, nonverbal activities, and classroom atmosphere. Chapter 4 presents pretest results and the item analysis and analysis of variance performed on the Man and Animals tests and the Netsilik Eskimo tests. Chapter 5 concludes that the major teaching styles and classroom atmosphere did change and that there was a clear movement toward a more student-centered classroom. MACOS did fulfill several of its pedagogical aims, such as development of inquiry skills, use of primary sources, increased communication, and promotion of open-ended discussions. Pre- and posttest results showed a definitive improvement on posttest scores. Students' scores varied significantly according to socioeconomic areas and on attitudes toward basic concepts. Appendixes include the observation form, notes and data, tests and accompanying data, and chi-square test on semantic differential items. (Author/KSM)

ED 092 449 SO 007 556

Kepler, Mary, Comp.

Multi-Ethnic Guide, An Introduction. Working Draft.

Pasadena City Unified School District, Calif.

Pub Date 72

Note—172p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*African American Studies, American Culture, *American Indians, *Asian Americans, Cultural Awareness, Cultural Background, Elementary Grades, Ethnic Groups, *Ethnic Studies, Japanese American Culture, *Mexican Americans, Negro Culture, *Social Studies Units, Sociocultural Patterns

This developmental guide was written to help children and teachers gain an understanding and respect for all ethnic groups and learn to appreciate the strengths inherent in their differences as well as in their similarities. The introductory lessons deal with the total child: first helping him to gain a better insight into himself, then studying the child's family and his role in it, expanding to other groups to which he belongs including the cultural group of which he is a member. Remaining sections of the guide are devoted to a study of specific minority groups—American Indian, black American, Asian American, Mexican American—from the standpoint of their social organizations, including the family, its customs and traditions; the social history of the group in America; and its contributions to American society. These sections may be used separately or comparatively. All of the lessons are designed in a flexible manner for use at any elementary grade level. Each lesson provides objectives, activities, and resource materials. The appendix includes recipes; charts for identifying food peculiar to each group; Indian words, names, and designs; and a Chinese Zodiac. (Author/JH)

ED 092 450 SO 007 557

Campbell, Tommy

Learning Activity Package, Social Studies 102, LAPs 10 Through 16.

Ninety Six High School, S. C.

Pub Date [73]

Note—103p.; For related documents, see SO 007 565 and SO 007 566

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Ancient History, Course Content, Course Objectives, *European History, Grade 10, *Individualized Instruction, Learning Activities, Medieval History, Revolution, *Social Studies Units, Social Systems, Teacher Developed Materials, War, *Western Civilization, *World History

Identifiers—LAP, *Learning Activity Package

A set of seven teacher-prepared Learning Activity Packages for individualized instruction in world history at the tenth grade level includes the following units: Early Man and the Beginning of Civilization; Our Heritage from Greece and Rome; Life in the Middle Ages; The Renaissance

and the Reformation; The Age of Revolution; The World at War; and Totalitarianism. The materials, written at 10th grade level, are for students who need help on basic skills, and who plan to enroll in vocational courses, business courses, or non-technical school courses. Each unit contains a rationale, a list of behavioral objectives, resources (assigned textbook readings and suggested film strips), activities, self-evaluation tests and suggestions for advanced study. (KSM)

ED 092 451 SO 007 558

Franklin, Mary Ann And Others

Learning Activity Package, Social Studies 113, LAPs 19 Through 27.

Ninety Six High School, S. C.

Pub Date [73]

Note—125p.; For related document, see SO 007 559

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Civil War (United States), Course Content, Course Objectives, *Economics, Foreign Relations, *Government Role, Grade 11, *Individualized Instruction, Learning Activities, Reconstruction Era, Social Change, *Social Studies Units, Teacher Developed Materials, *United States History

Identifiers—LAP, *Learning Activity Package

A set of nine teacher-prepared Learning Activity Packages for individualized instruction at the eleventh grade level in United States history includes the following units: Development of an Effective National Government; The Growth of Nationalism and Democracy, 1800-1840; Sectional Differences Lead to Civil War; Reconstruction and Growth in the U.S., 1865-1890; Reform in America, 1890-1945; U.S. International Relations, 1890-1945; Governmental Influence on the American Economy, 1945-present; and Reform in America, 1945-present. The materials, written at 11th grade level, are particularly suited for average students who may be interested in college, technical, or business school, and who will do an average amount of studying. Each unit contains a rationale, a list of behavioral objectives, resources, activities, self-evaluation tests, and suggestions for advanced study. (Author/KSM)

ED 092 452 SO 007 559

Franklin, Mary Ann

Learning Activity Package, Social Studies 114, LAPs 20 through 27.

Ninety Six High School, S. C.

Pub Date [73]

Note—126p.; LAP 19 is not included due to marginal legibility; For related document see SO 007 558

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Civil War (United States), Course Content, Course Objectives, *Economics, Foreign Relations, Government Role, Grade 11, *Individualized Instruction, Learning Activities, Reconstruction Era, Social Change, *Social Studies Units, *Superior Students, Teacher Developed Materials, *United States History

Identifiers—LAP, *Learning Activity Package

A set of nine teacher-prepared Learning Activity Packages for individualized instruction at the eleventh grade level in United States History includes the following units: Development of an Effective National Government; The Growth of Nationalism and Democracy, 1800-1840; Sectional Differences Lead to Civil War; Reconstruction and Growth in the U. S., 1865-1890; Reform in America 1890-1945; U. S. International Relations, 1945-present; Governmental Influence on the American Economy, 1945-present; Reform in America, 1945-present. The materials, written at 11th grade level or above, are for well-prepared students who definitely plan further education after high school at a college, who have better than average grades, and who will do more than the minimum required work. Each unit contains a rationale, list of behavioral objectives, resources, activities, self-evaluation tests, and suggestions for advanced study. (Author/KSM)

ED 092 453 SO 007 560

Burgdorf, Jane And Others

Learning Activity Package, Social Studies 103, LAPs 10 Through 18.

Ninety Six High School, S. C.

Pub Date [73]

Note—165p.; LAP 13 is of marginal legibility;

For related document, see SO 007561

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Ancient History, Course Content, Course Objectives, Grade 10, *Individualized Instruction, Learning Activities, Medieval History, Revolution, *Social Studies, *Social Systems, Teacher Developed Materials, *War, *World History

Identifiers—LAP, *Learning Activity Package

A set of nine teacher-prepared Learning Activity Packages for individualized instruction on world history at the tenth grade level includes the following units: Early Man and the Beginning of Civilization; Our Heritage from Greece and Rome; Life in the Middle Ages; The Renaissance and the Reformation; Revolution; The World at War; Totalitarianism; New World Settlement and Colonial Growth; and Revolution and the Birth of a Nation. The materials, generally written at 10th grade level, are particularly suited for average students who may be interested in college, business, or technical school, and who will do an average amount of studying. Each unit contains a rationale, a list of behavioral objectives, resources, activities, self-evaluation tests, and suggestions for advanced study. (Author/KSM)

ED 092 454 SO 007 561

Burgdorf, Jane And Others

Learning Activity Package, Social Studies 104, LAPs 10 through 18.

Ninety Six High School, S. C.

Pub Date [73]

Note—165p.; LAP 13 is of marginal legibility;

For related document, see SO 007 560

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Ancient History, Course Content, Course Objectives, Grade 10, *Individualized Instruction, Learning Activities, Medieval History, Revolution, *Social Studies, *Social Systems, *Superior Students, Teacher Developed Materials, War, *World History

Identifiers—LAP, *Learning Activity Package

A set of nine teacher-prepared Learning Activity Packages for individualized instruction at the tenth grade level includes the following units: Early Man and the Beginning of Civilization; Our Heritage from Greece and Roman Life in the Middle Ages; The Renaissance and the Reformation; Revolution; World at War; Totalitarianism; New World Settlement and Colonial Growth; and Revolution and the Birth of a Nation. The materials, written at or above 10th grade level, are particularly suited for well-prepared students who definitely plan further education in a college after high school, who have better than average grades, and who will do more than the minimum required work. Each unit contains a rationale, a list of behavioral objectives, resources, activities, self-evaluation tests, and suggestions for advanced study. (Author/KSM)

ED 092 455 SO 007 562

Calhoun, B. C.

Learning Activity Package, American Civics 92, LAPs 1 Through 3 and 5 Through 9.

Ninety Six High School, S. C.

Pub Date [73]

Note—145p.; For related documents, see SO 007 563, and SO 007 564; LAP 4 is not included due to marginal legibility of LAP

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*American Government (Course), Career Planning, Citizenship, *Civics, Constitutional History, Democracy, *Economic Education, Environmental Education, Government Role, Grade 9, *Individualized Instruction, Learning Activities, Money Management, Politics, *Social Studies Units, Student Grouping, Teacher Developed Materials, Vocational Aptitude

Identifiers—LAP, *Learning Activity Package

This self paced program in American Civics is for the ninth grade student who needs help on basic skills and who plans to enroll in vocational or business courses. Instructional materials, written at 9th grade level, consist of eight Learning Activity Packages (LAPs) on the following topics: Citizenship and Our Democracy; The Constitution of the United States; Federal, State, and Local Government in Action; Your Educational and Vocational Future; The American Economic System; Spending Your Money Wisely; Accounting for and Protecting Your Income; and Protecting your Environment. Each LAP, containing a statement of purpose and a list of resources, is di-

vided into several broad topic sections containing statements of behavioral objectives followed by activities, worksheets, self evaluation tests, and advanced study projects. An introduction to the course advises students of the requirements for successful completion. (Author/JH)

ED 092 456 SO 007 563

Calhoun, B. C. And Others
Learning Activity Package, American Civics 94,
LAPs 1 Through 4 and 6 Through 9.
Ninety Six High School, S. C.

Pub Date [73]

Note—146p.; For related documents, see SO 007 562 and SO 007 564; LAP 5 is not included due to marginal legibility of LAP

EDRS Price MF-\$0.75 HC-\$6.60 PLUS
POSTAGE

Descriptors—*American Government (Course), Career Planning, Citizenship, *Civics, Constitutional History, Consumer Economics, Democracy, *Economic Education, Environmental Education, Government Role, Grade 9, *Individualized Instruction, Learning Activities, Social Studies Units, Student Grouping, *Superior Students, Teacher Developed Materials
Identifiers—LAP, *Learning Activity Package

This self-paced program in American Civics is for ninth grade students who definitely plan further education after high school, who have better than average grades, and who will do more than the minimum required work. Instructional materials written at 9th grade level or above consist of Learning Activity Packages (LAPs) on the following topics: Citizenship and Our Democracy; The Constitution, Part I; The Constitution, Part II; Federal, State, and Local Government in Action; Your Educational and Vocational Future; Spending Your Money Wisely; Accounting for and Protecting Your Income; and Protecting Your Environment. An introduction to the course advises students of the requirements for successful completion. LAPs contain a statement of purpose; lists of resources; behavioral objectives, by broad topic; activities; self evaluation tests; and advanced study projects. (Author/JH)

ED 092 457 SO 007 564

Calhoun, B. C. And Others
Learning Activity Package, Civics 93, LAPs 1
Through 4 and 6 Through 9.
Ninety Six High School, S. C.

Pub Date [73]

Note—155p.; For related documents, see SO 007 562 and SO 007 563; LAP 5 is not included due to marginal legibility of LAP

EDRS Price MF-\$0.75 HC-\$7.80 PLUS
POSTAGE

Descriptors—*American Government (Course), Career Planning, Citizenship, *Civics, Constitutional History, Consumer Economics, Democracy, *Economic Education, Environmental Education, Government Role, Grade 9, *Individualized Instruction, Learning Activities, Money Management, *Social Studies Units, Student Grouping, Teacher Developed Materials
Identifiers—LAP, *Learning Activity Package

This self-paced program in American Civics is for ninth grade students who might be interested in college, technical or business school and who will do an average amount of studying. An introduction to the course advises students of the requirements for successful completion. Instructional materials generally written at 9th grade level consist of Learning Activity Packages (LAPs) on the following topics: Citizenship and Our Democracy; The Constitution, Part I; The Constitution, Part II; Federal, State, and Local Government in Action; Your Educational and Vocational Future; Spending Your Money Wisely; Accounting for and Protecting Your Income; and Protecting Your Environment. LAPs contain statements of purpose, lists of resources, behavioral objectives by broad topics; activities, self evaluation tests, and advanced study projects. (Author/JH)

ED 092 458 SO 007 565

Burgdorf, Jane
Learning Activity Package, Social Studies 112,
LAPs 17 Through 25.
Ninety Six High School, S. C.

Pub Date [73]

Note—101p.; For related documents, see SO 007 557 and SO 007 566

EDRS Price MF-\$0.75 HC-\$5.40 PLUS
POSTAGE

Descriptors—*American Studies, Civil War (United States), Colonial History (United States), Course Content, Course Objectives, Foreign Relations, Grade 11, High School Curriculum, *Individualized Instruction, Learning Activities, Revolutionary War (United States), *Social Studies Units, Teacher Developed Materials, *United States History

Identifiers—LAP, *Learning Activity Package

A set of nine teacher-prepared Learning Activity Packages for individualized instruction in United States history at the eleventh grade level includes the following topics: New World Settlement and Colonial Growth; American Revolution and the New Nation; Developing an Effective National Government; The Growth of Nationalism and Democracy 1800-1840; Differences That Lead (Sic) to the Civil War; Reconstruction and Growth in the United States 1865-1890; Reform in America 1890-1945; United States International Relations 1890-1945; and the Cold War and International Relations 1945-Present. The materials, written at 11th grade level, are particularly suited for students who need help on basic skills or who plan to enroll in vocational courses, business courses or non-technical school courses. Each unit contains a rationale, a list of behavioral objectives, resources (assigned textbook readings and suggested film strips), activities, self-evaluation tests and suggestions for advanced study. (KSM)

ED 092 459 SO 007 566

Franklin, Mary Ann
Learning Activity Package, Social Studies 124,
LAPs 29 Through 34.
Ninety Six High School, S. C.

Pub Date [73]

Note—77p.; For related documents, see SO 007 565 and SO 007 557

EDRS Price MF-\$0.75 HC-\$4.20 PLUS
POSTAGE

Descriptors—Ancient History, Grade 12, *Humanities, *Individualized Instruction, Islamic Culture, Learning Activities, Medieval History, Middle Eastern History, Philosophy, Religion, *Social Studies Units, Sociocultural Patterns, Superior Students, Teacher Developed Materials, *Western Civilization, *World History
Identifiers—LAP, *Learning Activity Package

A set of five teacher-prepared Learning Activity Packages for individualized instruction on western civilization at the twelfth grade level includes the following units: Establishment of Western Civilization; Middle Period of Western Civilization; Islam and the Saracenic Civilization; the Renaissance and Reformation; and Modern Western Civilization. Course content covers Classical and Hellenistic Greece and Roman history; manorialism and feudalism, church and state, and thought and art in the Middle Ages; the Renaissance, Reformation, political upheaval and overseas expansion in Europe 1300-1750; and alternations of social order, ideas and values stemming from science and romanticism, changes in political institutions and authoritarianism, and the impetus of industrialization in the Atlantic Basin. The materials, written at 12th grade level or above, are particularly suited for well-prepared students who definitely plan further education after high school, and who have better than average grades. Each unit contains a rationale, a list of behavioral objectives, resources, activities, self-evaluation tests, and suggestions for advanced study. (KSM)

ED 092 460 SO 007 574

The Committee on Civic Education of the University of California at Los Angeles: Past, Present and Future Activities.
California Univ., Los Angeles. Committee on Civic Education.

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS
POSTAGE

Descriptors—Behavioral Science Research, *Citizenship Responsibility, *Civics, Civil Liberties, Constitutional History, Intellectual Development, *Political Socialization, *Program Descriptions, Program Evaluation, Public Affairs Education, Research Committees, *Social Studies Units
Identifiers—Civic Education

This report from the Committee on Civic Education at the University of California, Los Angeles, discusses the origin, activities, and future plans of the committee, whose major aim is the acquisition of intellectual skills rather than large

amounts of factual knowledge or the development of "democratic attitudes" in the study of civics. The curriculum development program for the elementary grades has produced units on various aspects of the Bill of Rights and on political conflict and its management. Research and evaluation efforts have taken place in conjunction with the program and with respect to other smaller projects. The major emphasis at present is on the theoretical aspects of political socialization using data from the unit on conflict. Future plans for curriculum development include the organization of a consortium, continuing development of a comprehensive K-8 curriculum in social studies, and continuing basic research on political socialization. Appendices to the report include lists of members of the committee and cooperating school districts and excerpts from the report on the committee's "Bill of Rights" project. (JH)

ED 092 461 SO 007 576

Shaeffer, Sheila J. Comp.
A Bibliography of Classic and Current Materials in Ecology and Environment.

Wisconsin Univ., Madison. Center for Environmental Communications and Education Studies.

Pub Date 26 Aug 70

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS
POSTAGE

Descriptors—American Studies, Annotated Bibliographies, *Conservation Education, Depleted Resources, *Ecology, *Environmental Education, Food, *Futures (of Society), *Natural Resources, Pesticides, Pollution, Population Trends, Resource Allocations, Urban Environment, Wildlife Management, World Problems
This bibliography is intended for students and laymen who wish to gain information about environmental problems facing the world today and consists of more than 250 descriptive annotations of primarily nontechnical materials. Entries are listed once, alphabetically by author, in one of the following broad subject areas: General Books on Environment, Urban Environment, Ecology-Natural History, Pesticides and Pollution, The American Scene, Population and Food Production, Science and the Future, Conservation-General, Resource Management and Conservation, Wildlife, Journals, and Reference. An author index completes the bibliography. (JH)

ED 092 462 SO 007 578

Some Basic Readings and References in World-of-Work Economic Education, Annotated Bibliography.
Henderson State College, Arkadelphia, Ark. M.H. Russell Center for Economics Education; Joint Council on Economic Education, New York, N.Y.

Pub Date Sep 73

Note—16p.; An updated edition of ED 045 475 Available from—Single copies of this annotated bibliography available free from the Joint Council on Economic Education, WOVEE Project, 1212 Avenue of the Americas, New York, N.Y. 10036

EDRS Price MF-\$0.75 HC-\$1.50 PLUS
POSTAGE

Descriptors—*Annotated Bibliographies, Business Cycles, Career Education, Cost Effectiveness, *Economic Education, Educational Finance, Employment, Jobs, *Labor Economics, Library Materials, *Manpower Development, Occupational Information, Secondary Education, Social Studies, *Socioeconomic Influences, Vocational Education
Publications in this annotated bibliography were selected to cover subject matter relating to the world of work and the broader socioeconomic environment in which man works and lives. Its readings and references deal with the content of world-of-work economic education rather than with teaching strategies and techniques. The bibliography is basic, not comprehensive; most of its entries are publications from the seventies. Although selected for the use of professional educators, such as secondary school teachers, counselors, and curriculum planners, much of the material can be read by mature junior high and senior high students. Selections include current and historical information, statistical data, problem identification, and analysis that should prove useful in explaining to students some of the major dimensions of the work

system and the broader economic and social world. For schools interested in establishing a world-of-work economic education library, the contents of the bibliography are grouped into categories of essential, highly useful, and valuable books. Prices and publishers of the materials are included as well as a list of organizations which are good sources of free or inexpensive materials. (Author/JH)

ED 092 463 SO 007 579

You, Too. The Social Science Newsletter for Secondary Teachers. Volume 3, Number 3. Educational Research Council of America, Cleveland, Ohio.

Pub Date Dec 73

Note—4p.; For related documents, see ED 085 311, and SO 007 580, 581

Available from—Mr. Raymond English, Director, Social Science Program, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113 (\$5.00 a year)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Concept Teaching, Course Content, *Economic Education, Economics, *Educational Innovation, *Educational Problems, Instructional Aids, *Newsletters, Secondary Education, *Social Sciences, Teaching Techniques. Published monthly during the school year, the newsletter disseminates ideas and suggestions concerning innovations and problem solutions for secondary social sciences. This issue focuses on teaching economic concepts in the classroom. The information is intended to help teachers deal knowledgeably with topics that crop up in classes such as history, geography, current affairs, and social studies in general. The economic concepts dealt with are profit, prices and price-fixing, inflation, marginal utility, and indifference analysis. Each concept is defined and illustrated, and varying viewpoints are explained. (KSM)

ED 092 464 SO 007 580

You, Too. The Social Science Newsletter for Secondary Teachers. Volume 3, Number 4. Educational Research Council of America, Cleveland, Ohio.

Pub Date Feb 74

Note—8p.; For related documents, see ED 085 311, SO 007 579, 581

Available from—Mr. Raymond English, Director, Social Science Program, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113 (\$5.00 a year)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Book Reviews, Concept Teaching, Democratic Values, Discussion (Teaching Technique), *Educational Innovation, *Educational Problems, Instructional Aids, *Newsletters, *Political Science, Politics, Secondary Education, *Social Sciences, Teaching Techniques, United States History

This newsletter, published monthly during the school year, disseminates ideas and suggestions concerning innovations and problem solutions for secondary social sciences. Political science education is the focus of this issue. The importance of this subject, and its sophistication and challenge to the classroom teacher are discussed. Examples of complex and simple governments, notes on diagrams of a free constitutional government and a totalitarian government, and techniques for introducing difficult concepts are presented. A story for discussion initiation and suggestions for discussion questions are followed by a statement of the meaning and conditions of freedom and related questions for discussion. Tips for dealing with party politics and a book review conclude the newsletter. (KSM)

ED 092 465 SO 007 581

You, Too. The Social Science Newsletter for Secondary Teachers. Volume 3, Number 5. Educational Research Council of America, Cleveland, Ohio.

Pub Date Apr 74

Note—8p.; For related documents, see ED 085 311, SO 007 579, 580

Available from—Mr. Raymond English, Director, Social Science Program, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113 (\$5.00 a year)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Diagnostic Tests, *Educational Innovation, Educational Objectives, *Educational Problems, Flexible Progression, High School Curriculum, *Individualized Instruction, Instructional Aids, *Newsletters, Program Descriptions, Secondary Education, Short Courses, *Social Sciences, Student Needs

Identifiers—Minicourses

Volume III, Number 5 of this newsletter, which is published monthly during the school year and disseminates ideas and suggestions concerning innovations and problem solutions for secondary social sciences, focuses on flexible, individualized social science in the high school. A program, its principles, and suggestions for syllabi are outlined as suggested by the Educational Research Council of America (ERCA) to improve senior high school social science programs. Two basic needs of the program are identified as (1) minicourses or units at varying levels designed for independent and group study and (2) diagnostic tests with which teachers can guide students to appropriate courses of study. A sample diagnostic test for high school students is presented as one method of identifying weaknesses and gaps in knowledge as well as the strengths, aptitudes, and interests of students. (KSM)

ED 092 466 SO 007 582

Stern, Marjorie, Ed.

Changing Sexist Practices in the Classroom. Women in Education.

American Federation of Teachers, Washington, D.C.

Pub Date [72]

Note—74p.

Available from—American Federation of Teachers, AFL-CIO, 1012 14th St., N.W., Washington, D.C. 20025 (Item #600, \$1.50 single copy; \$1.00 each for 10 or more copies)

Document Not Available from EDRS.

Descriptors—*Feminism, Learning Activities, *Nondiscriminatory Education, Resource Materials, *Sex Discrimination, Sex Role, Social Change, Student Teacher Relationship, Teacher Attitudes, Teacher Responsibility, *Teacher Role, Teaching Guides, *Teaching Techniques, Textbook Bias, Womens Studies, Working Women

Practical methods and materials for changing sexist practices in the classroom are offered as a resource for teachers in their efforts to eliminate sexual stereotyping from the schools. Discussing why sexist practices should be changed are reprints of articles on women's role in social change and in the curriculum, development of sexual stereotypes, and women studies programs at the elementary through higher education level. Methods for classroom use are suggested, particularly at the elementary level. Materials for teacher and classroom use include statistics on working women and feminists in history, independent study project suggestions, teaching activities, course outlines, resources for women studies, and criteria and guidelines for evaluating and improving the image of women in instructional materials. Two bibliographies conclude the guide. (Author/KSM)

ED 092 467 SO 007 584

Kuhmerker, Lisa

We Don't Call It Moral Education: American Children Learn About Values.

Pub Date [73]

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Decision Making, *Educational Philosophy, Ethical Values, *Moral Development, Moral Values, Personal Values, *Social Studies Units, Social Values, *Values

Values education has become an important theme in social studies education in recent years. Although long ignored, moral education, as the British call it, is being emphasized as the pressures on and needs of children in a fast-paced society have become evident. Professional organizations have conducted workshops on the topic of values education. On the "how to" level, the Americans have produced a variety of programs, curriculum materials, and teacher guides that are of use to the social studies teacher. Sources of such materials include the Social Science Education Consortium's "Data Book" and the November 1973 issue of "Social Education." A variety of books in education dealing with increasing options in teaching are relevant to

moral educators. Projects such as "Man: A Course of Study" include extensive teacher training programs. As values education gains a legitimate place in the curriculum, teachers will feel increasingly free about incorporating a value orientation into other parts of their regular curriculum. (JH)

ED 092 468 SO 007 586

Children and International Education.

Association for Childhood Education International, Washington, D.C.

Pub Date 72

Note—41p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$1.75 each, orders under \$5.00 must be prepaid)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Cross Cultural Studies, Elementary Education, *Foreign Relations, *Human Relations, *International Education, International Programs, Learning Activities, Peace, Resource Guides, Resource Materials, Secondary Education, Teaching Techniques, Travel, *World Affairs

Identifiers—*Worldmindedness

Developed as a plan of action in international education for teachers and students, this portfolio emphasizes the importance of developing a knowledge and appreciation of others, the acquaintance and resources for planning experiences of international understanding, and the participation in international programs to encourage an understanding of people. Part of the ten leaflets are practical in focus and offer an overview of the wealth of materials available in the field of international education, hints on how to help children relate to children of other countries and cultures, and concrete suggestions for making the most of travel. Many activities are included that can be used in the classroom, professional and social groups, the church-school, the library, the Scout troop, and recreation department programs with children and adults. (Author/KSM)

ED 092 469 SO 007 593

Bay Area Resources on China: A Guide for Teachers.

Bay Area China Education Project, Stanford, Calif.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 74

Note—39p.; For a related document, see SO 007 505

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Asian Studies, Audiovisual Aids, *Chinese Americans, *Chinese Culture, Classroom Materials, Films, Instructional Materials, *Non Western Civilization, Publications, Resource Centers, *Resource Guides, Resource Materials

Identifiers—Bay Area China Education Project, BAYCEP, *China

A guide to help teachers and students in California's Bay Area become aware of the region's rich resources on China and Chinese culture, contains a listing of resources useful to any classroom teacher interested in teaching about China. After an introduction to the Bay Area China Education Project, which produces the Guide, annotated descriptions of various types of educational resources are organized by the following categories: organizations and institutions; libraries and museums; publications and newsletters; bookstores; films; and other Bay Area resources. The major reference work on available resources on China, pre and post 1949, "China: A Research and Curriculum Guide," is annotated in its own special category. While some of the resources are specific to San Francisco, and of value only to teachers in that region, many of the resources are available throughout the United States and of use to any interested teacher. (Author/KSM)

ED 092 470 SO 007 615

Calhoun, Betty C.

Learning Activity Package, American Civics 91, LAPs 1 Through 6.

Ninety Six High School, S. C.

Pub Date 73

Note—98p.; For related document, see SO 007 616; LAP 5 is of marginal legibility

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*American Government (Course), Career Planning, Citizenship, *Civics, Economic Education, Environmental Education, Grade 9, *Individualized Instruction, Individualized Programs, *Low Ability Students, Money Management, Reading Difficulty, Secondary Education, *Social Studies Units, Student Grouping, Vocational Aptitude

Identifiers—LAP, *Learning Activity Package
This self-paced program in American Civics is for the ninth grade student who needs extra assistance, who has experienced learning difficulties in the past, and who definitely plans to enroll in a high school vocational course. The instructional materials written at an elementary reading level consist of six Learning Activity Packages (LAPs) covering the following topics: What is Citizenship, The Local Government, State and Federal Government, Finding a Job and Getting Along with People, Spending Your Money Wisely, and Your Environment. Each LAP is divided into several broad, topic sections containing statements of behavioral objectives followed by activities, worksheets, self evaluation tests, and advanced study projects. The introduction to the course advises students of the requirements for its successful completion. (Author/JH)

ED 092 471 SO 007 616

Heldreth, Todd

Learning Activity Package, U.S. History 111, LAPs 7 Through 12.
Ninety Six High School, S. C.
Pub Date 73

Note—66p.; Lap's 8 and 11 are of marginal legibility; Related document is SO 007 565

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*American History, Civil War (United States), Colonial History (United States), Constitutional History, Course Content, Course Objectives, *Individualized Instruction, Learning Activities, *Low Ability Students, Reading Difficulty, Revolutionary War (United States), Secondary Education, *Social Studies Units, *United States History

Identifiers—LAP, *Learning Activity Package
A set of six teacher-prepared Learning Activity Packages for individualized instruction on United States history at the eleventh grade level includes the following units: Colonial Growth; The American Revolution; A New Nation and The Constitution; The Civil War; Exploration, Inventions, and Transportation; and World War I, World War II and the Korean Conflict. The materials, written on an elementary reading level, are particularly suited for students who need extra special assistance, who have experienced learning difficulties in the past, and who definitely plan to enroll in a high school vocational course. Each unit contains a rationale, a list of behavioral objectives, resources, activities, self-evaluation tests, and suggestions for further study. (Author/KSM)

ED 092 472 SO 007 679

Zimet, Sara G., Ed. Loventhal, Jules, Ed.

Recommendations for Action: Report from the Colorado Conference on Stereotyping in Education.

Pub Date Jun 74

Note—29p.; Conference held at Colorado Women's College (Denver, March 1, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Civil Rights, *Educational Change, Educational Discrimination, Educational Environment, Educational Strategies, *Equal Education, *Ethnic Stereotypes, Humanization, Human Relations, Racial Discrimination, Sex Discrimination, *Sex Stereotypes

Identifiers—Colorado, *Colorado Conference on Stereotyping in Education

During March, 1974, members of twenty-two organizations, representing various administrative levels of education and community groups concerned with issues relating to civil rights and equal educational opportunities, met to discuss stereotyping in education. Issues covered in discussion and workshop groups included sex role, religious and ethnic group stereotyping in education, curriculum materials, classroom practices, counseling procedures, career planning, contract negotiation, ethnic-group and women's studies, and legal avenues for gaining equal educational opportunities. Recommendations for action to eliminate the discrepancies between what

is and what should be in an egalitarian, humane society were formulated and directed to various agencies and institutions in the state including the Colorado Department of Education, Colorado Commission on Higher Education, Colorado High School Activities Association, National Educational Association Regional and National Offices, Educational Commission of the States, all district school boards, all state legislators, Colorado Press Association, Colorado television stations, radio stations and newspapers. A follow up committee will be in contact with these agencies to check on the progress toward fulfilling the recommendations. (Author/DE)

ED 092 473 SO 007 680

Virag, Wayne F.

Integrating the Desegregated School: Some Observations and Suggestions.

Pub Date Nov 73

Note—17p.; A paper presented to the National Council for Social Studies Annual Meeting (San Francisco, November 1973); Legibility maybe impaired by faint copy; For related document, see SO 007 681

Available from—Wayne F. Virag, Virginia State College, P.O. Box 702-N, Petersburg, VA. 23803 (\$1.00 single copy)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Cultural Pluralism, Educational Change, *Educational Environment, Educational Problems, Educational Strategies, *Humanization, Human Relations, *Integration Effects, *Integration Methods, Integration Studies, Intergroup Education, Intergroup Relations, Negroes, Racial Discrimination, *School Integration, Teacher Attitudes, Values

Identifiers—Brown v Board of Education of Topeka

The problem of the desegregation process in public schools, beginning with the Supreme Court decision Brown v the Board of Education of Topeka, Kansas, is that it is conceived of as an artificial climate imposed by ratios and busing rather than a learning situation wherein ethnocentricity is developed as a positive attribute. Integration, however, is an experience of heart and mind wherein different racial and ethnic groups exist in an atmosphere of mutual respect and understanding. To achieve integration, educational systems have spent little time or resources in preparing staffs for teaching in an integrated climate. The results have often led to misunderstandings, fear, and hostility among both faculty and students. The first step in moving toward an integrated school climate would be to establish positive intergroup relations among professional educators. From there other problems and alternatives could be discussed. These include the need for the establishment of objectives and criteria for student evaluation based on diversified cultural backgrounds, the encouragement of rational inquiry into controversial issues in the classroom, and the stressing of diversified value systems to students. Other problems such as the need for new curriculum and methods of instruction could be openly discussed. The net result would be a new humanistic approach to education. A key ingredient to achieve this integrated classroom environment is the attitude of teachers. (Author/DE)

ED 092 474 SO 007 681

Greene, Robert T. Virag, Wayne

Integrating the Desegregated School: A Model for the In-Service Education of School Personnel.

Pub Date (Nov 73)

Note—19p.; Related document SO 007 680; A paper presented to the National Council for Social Studies Annual Meeting (San Francisco, November 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Change, Educational Environment, Educational Problems, *Educational Strategies, Humanization, *Inservice Education, *Integration Methods, Integration Studies, *School Integration, Teacher Attitudes, *Teaching Models

Identifiers—Brown v Board of Education of Topeka

The first requirement for educating a child in a desegregated school is for the instructional and administrative personnel of the school to become aware of the issues and problems incident to school desegregation and to seek alternatives

which might be employed to reduce tensions and insecurity among children. Consequently, an inservice program for instructional and administrative personnel must be undertaken to provide additional skills and competencies which will adequately prepare school personnel for the task of educating children in a multi-ethnic classroom. A model could serve as a systematic guideline for the development of inservice programs and would include as component parts the power structure, division steering committee, individual school project team, human relations task force, curriculum and instructional task force, evaluation task force and dissemination task force. (Author/DE)

SP

ED 092 475 SP 007 887

Non-Categorical Competency Based Teacher Training: An Operational Model for Special Education.

University of Northern Iowa, Cedar Falls.

Pub Date Nov 73

Note—46p.; Seven pages of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Performance Based Teacher Education, *Performance Criteria, *Practicums, Program Evaluation, *Special Education, *Systems Approach, Teaching Methods, Teaching Skills

Identifiers—*Distinguished Achievement Awards Entry, Mainstreaming

The special education training program at the University of Northern Iowa provides a systematically integrated program designed to develop professional personnel with the requisite competencies to (a) diagnose and teach; (b) organize and supervise programs; (c) evaluate instructional programs; and (d) train professional educators to implement programs for children and youth manifesting retardation and behavioral, learning, and multiple handicaps. Traditional categories of special education have been de-emphasized, and a systems approach has been applied within a conceptual model to guide the integration of didactics with practicum activities. The conceptual model is constructed upon the building blocks of (a) instructional methodology; (b) experience/practicum; and (c) educational management. Internal evaluation involves a continuous monitoring of practicum experiences based upon the observation of pupil-teacher interactions. Competencies are judged by the demonstrations of performance criteria at each step of the practicum experience. External evaluation is performed by advisory groups and consultants and through special workshops intended to provide feedback for program evaluation. (Author/JA)

ED 092 476 SP 007 874

Ring, Barbara Ann.

A Model for Staff Development (For an Elementary School Drug Education Pilot).

Pub Date Jun 73

Note—203p.; Pages D-133 through D-135 of the original document are copyrighted and therefore not available; they are not included in the pagination

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Demonstration Programs, *Drug Education, *Elementary Grades, Instructional Materials, Material Development, Objectives, *Pilot Projects, Program Development, Program Evaluation, *Skill Development, Staff Orientation, *Teaching Skills

This report describes a model for staff development of an elementary school drug education pilot program designed to help children develop positive self-concepts and skills for decision making. The objectives of the staff development model are to help teachers, (a) assess their own needs and strengths, (b) plan and practice classroom activities in a laboratory setting, (c) establish pilot goals, (d) participate in regular plan/share activities, and (e) monitor changes in themselves and their students. Leadership and participant materials include four kinds of activities: (a) self-awareness, (b) laboratory learning, (c) planning/sharing, and (d) evaluation. The plan, designed to involve an entire faculty for a

school year, is constructed to permit modification to suit the particular needs of participating schools. (An 11-item bibliography and five appendices are included.) (Author/PD)

ED 092 477 95 SP 007 993

Capie, William, Ed. Markle, Glenn C., Ed.
A Model for the Academic Support of C.B.T.E.:
Competency-Based Science for Elementary
Teachers.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—National Science Foundation,
Washington, D.C.; Office of Education (D-
HEW), Washington, D.C.

Pub Date 74
Note—40p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Elementary School Teachers, Models, *Performance Based Teacher Education, *Preservice Education, Science Courses, *Science Curriculum, Science Education

This monograph outlines the impact of competency-based teacher education (CBTE) on the science program for prospective elementary teachers at the University of Georgia and the conversion to a model which reflects CBTE philosophy. The introduction describes the general trend in science courses toward CBTE, starting with the establishment of a Regents Core Curriculum in 1967. There follow essays by professors in the science department that outline the development of a CBTE approach in courses for the following areas: chemistry, biology, geology, and physics. (JA)

ED 092 478 95 SP 008 003

Group Alerting: A Classroom Management Concept Related to Effective Teaching. Student Guide. Utah Protocol Materials Project.

Utah State Univ., Logan. Utah Protocol Materials Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Nov 73

Note—44p.; For related documents, see SP 007 995-SP 008 002 and SP 008 004-007

Available from—Protocol Dissemination Coordinator, Division of Educational Resources, University of South Florida, Tampa, Florida 33620

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Class Management, Classroom Techniques, Effective Teaching, *Performance Based Teacher Education, *Protocol Materials, Student Participation, Teacher Education, *Teaching Skills

Identifiers—*Learning Modules

This student guide is part of a protocol learning module designed to teach the concept and use of group alerting in classroom management. The entire module consists of this guide, a protocol film, and testing materials. The student guide contains: (1) instruction in the use of protocol modules, (2) a discussion of the concept of group alerting and its use in deterring disruptive behavior in the classroom, (3) lessons for recognition of instances of group alerting in classroom situations, and (4) practice exercises for applying the concept of group alerting in simulated teaching situations. The principle which underlies the concept of group alerting is that teacher behaviors designed to keep students alert will increase on-task behavior and reduce deviant behavior in the classroom. Three techniques of group alerting are noted: (1) questioning techniques—the teacher frames a question and pauses before calling on a reciter rather than naming a reciter and then giving the question; (2) recitation strategy—the teacher calls on reciters at random rather than calling on them in a predetermined sequence; and (3) alerting cues—the teacher alerts nonperformers that they may be called on. (HMD)

ED 092 479 95 SP 008 004

Learner Accountability: A Classroom Management Concept Related to Effective Teaching. Student Guide. Utah Protocol Materials Project. Utah State Univ., Logan. Utah Protocol Materials Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Nov 73

Note—42p.; For related documents, see SP 007 995-SP 008 003 and SP 008 005-007

Available from—Protocol Dissemination Coordinator, Division of Educational Resources, University of South Florida, Tampa, Florida 33620

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Class Management, Classroom Techniques, *Performance Based Teacher Education, *Protocol Materials, Student Participation, Student Responsibility, Teacher Education, *Teaching Skills

Identifiers—*Learning Modules

This student guide is part of a protocol learning module designed to teach the concept and utilization of learner accountability in classroom management. The entire module consists of this guide, a protocol film, and testing materials. The student guide contains: (a) instruction in the use of protocol modules, (b) a discussion of learner accountability and its use in improving classroom management, (c) lessons for recognition of examples of teacher use of learner accountability, and (d) practice exercises for applying learner accountability in teaching situations. The concept of learner accountability is based on the principle that when the teacher uses specific strategies to hold the student accountable for his work during class, they will increase student work involvement and reduce the frequency of disruptive behavior. Three techniques which will increase classroom management are: (a) goal-directed prompts—the teacher focuses on the student's goals by asking him about his work plans or work progress; (b) work showing—the teacher holds students accountable for their work by having them show work or demonstrate skills or knowledge; and (c) peer involvement—the teacher involves students in the work of their peers by having them respond to another student's recitation or work activity. (HMD)

ED 092 480 95 SP 008 005

Transitions: A Classroom Management Concept Related to Effective Teaching. Student Guide. Utah Protocol Materials Project.

Utah State Univ., Logan. Utah Protocol Materials Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Nov 73

Note—54p.; For related documents, see SP 007 995-SP 008 004 and SP 008 006 and 007

Available from—Protocol Dissemination Coordinator, Educational Resources Division, University of South Florida, Tampa, Florida 33620

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Class Management, Classroom Techniques, *Effective Teaching, *Performance Based Teacher Education, *Protocol Materials, Teacher Behavior, Teacher Education, *Teaching Skills, *Teaching Techniques

Identifiers—*Learning Modules

This student guide is part of a protocol learning module designed to teach the prospective teacher to make smooth transitions from one activity to another, in order to deter disruptive behavior in the course of the transition. The entire module consists of this guide, a protocol film, and testing materials. The student guide contains: (a) instruction in the use of protocol learning modules, (b) a discussion of transitions in the classroom, (c) practice lessons for recognition of smooth classroom transitions, and (d) practice exercises for applying the techniques of a smooth transition in simulated teaching experiences. The principle upon which this module is based is that management techniques used by the teacher either facilitate or interfere with the smooth transition from one classroom activity to another. Three types of teacher behavior which interfere with smooth transitions are: (a) stimulus boundedness—the teacher is deflected from the main activity and reacts to some external stimulus that is unrelated to the ongoing activity; (b) thrust—the teacher bursts in suddenly on the children's activities in a manner that indicates that her own intent was the only determinant of her timing and point of entry; and (c) flip-flop—the teacher starts a new activity without bringing the original activity to a close and then returns to the original activity. (HMD)

ED 092 481 95 SP 008 006

Withitness: A Classroom Management Concept Related to Effective Teaching. Student Guide. Utah Protocol Materials Project.

Utah State Univ., Logan. Utah Protocol Materials Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Nov 73

Note—36p.; For related documents, see SP 007 995-008 005 and 007

Available from—Protocol Dissemination Coordinator, Division of Educational Resources, University of South Florida, Tampa, Florida 33620

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Class Management, Classroom Techniques, Effective Teaching, *Performance Based Teacher Education, *Protocol Materials, *Student Behavior, Teacher Education, *Teaching Skills

Identifiers—*Learning Modules

This student guide is part of a protocol learning module designed to teach the prospective teacher the importance of being aware of classroom activities and some critical factors in deterring deviant behavior. The entire module consists of this guide, a protocol film, and testing materials. The student guide contains: (a) instruction in the use of protocol materials, (b) a discussion of the concept of "withitness" or awareness, (c) two practice lessons in the recognition of awareness and proper techniques in the effective deterrence of deviant behavior, and (d) practice exercises in applying the techniques of "withitness" in simulated teaching situations. The principle underlying this module is that teacher behaviors which demonstrate a teacher's awareness of what is going on in the classroom tend to increase student work involvement and decrease disruptive student behavior. Four teacher behaviors are noted: (a) desisting—the teacher demonstrates "withitness" by telling students to stop the deviant behavior, being sure that the desist is directed at the initiating student and that it is administered before the deviant behavior spreads; (b) suggesting alternative behavior; (c) concurrently praising—the teacher avoids direct confrontation with the disruptive student by concurrently praising the nondeviant behavior of other students; and (d) describing—the teacher describes or has the disruptive student describe the desirable behavior which the student usually exhibits or should exhibit in place of the deviant behavior. (HMD)

ED 092 482 95 SP 008 007

Langer, Philip Borg, Walter R.
Instructor Handbook for the Protocol Modules on Classroom Management. Utah Protocol Materials Project.

Utah State Univ., Logan. Utah Protocol Materials Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jan 74

Note—63p.; For related documents, see SP 007 995-008 006

Available from—Protocol Dissemination Coordinator, Division of Educational Resources, University of South Florida, Tampa, Florida 33620

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Class Management, *Classroom Techniques, Performance Based Teacher Education, *Protocol Materials, Teacher Education, Teacher Role, *Teaching Guides, *Teaching Skills

This handbook is designed to acquaint the teacher educator with the training materials in classroom management prepared by the Utah State University Protocol Training Project. It deals with the protocol materials generally and with each module specifically, and includes the following sections: (a) an introduction to and rationale for protocol materials, (b) ways of identifying specific kinds of learning situations in which these protocol materials can be used, (c) a discussion of the student activities involved in completing a protocol module, (d) general principles of the management of protocol materials, and (e) information about each module. The specific modules covered in this handbook deal with the following classroom management concepts: (a) the increase of student on-task time, (b) learner accountability, (c) smooth transition from one classroom activity to another, and (d) teacher awareness of what is going on in the classroom. (HMD)

142 Document Resumes

ED 092 483 95 SP 008 012

Houston, W. Robert, Ed.
Exploring Competency Based Education.
Spans Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 74
Note—433p.

Available from—McCutchan Publishing Company,
2526 Gove Street, Berkeley, California
94704 (\$8.25 ea., \$6.60 plus postage in quantity)

Document Not Available from EDRS.

Descriptors—*Evaluation, *Models, *Performance Based Teacher Education, Performance Criteria, *Performance Specifications

This book, which is divided into five parts, is a compilation of literature on Competency Based Education (CBE). Analytical examinations are presented by advocates and critics in the field. Part 1, entitled "The Essence of the Approach," explores the basic meaning of CBE giving several definitions, tracing its psychological and theoretical bases, speculating on several misconceptions about the movement, and examining individualized and humanized education. Part 2, entitled "Critics' and Advocates' Appraisal," evaluates basic concepts of CBE. Part 3, entitled "Models for Competency Identification," describes several models for identifying competency, including a process from alternative models of teaching, a model of professionalism, and a task analysis of teaching and the judgments of classroom teachers and supervisors in specifying competencies. Part 4, entitled "Competency Evaluation," considers the basic dimensions of assessment and evaluation for student achievement and program effectiveness. Part 5 entitled "Changing American Education," examines fundamental notions of the institutional process change. (A 700-item bibliography is included.) (Editor/PD)

ED 092 484 95 SP 008 028

Perlmutter, Joel, Stokely, Fred
Let's Get It Together: Education and Experiences in Human Relations.

Spans Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date [Aug 71]

Contract—OEC-1-7-062805-3963

Note—275p.; Omission of pages 52 in Part 1 does not interrupt continuity of the document

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—*Human Relations, Inservice Teacher Education, *Interpersonal Competence, *Open Education, Personal Growth, Sensitivity Training, *Teacher Education Identifiers—PSLE, *Psycho Social Learning Experiences

This document, which is a presentation of a philosophy of education and human relations, is written in two distinct sections by two different authors. The two authors believe that human relations is very important in education and that the open classroom actually depends on the openness of the teacher. The authors hold in common the view that the open classroom teacher (a) must pay attention to process as well as content; (b) should have a bias for group decision making; and (c) is helped by experience with group exercises, games, simulations, and psycho-social learning experiences (PSLE). In the first section of the book, one author relates his experiences as a teacher of educational psychology and describes the difficult but rewarding effort to have students assume responsibility for themselves and their own learning. The second author describes 16 PSLEs he has used in workshops for teachers and analyzes each according to whether its chief purpose is to simulate a conflict situation, a problem-solving situation, a situation involving leadership, or a situation involving a change in self-concept. (HMD)

ED 092 485 95 SP 008 049

Melnerhry, Wesley C.

Compendium of Noncommercially Prepared Nonprint Resources in Educational Personnel Preparation.

ERIC Clearinghouse on Teacher Education,
Washington, D.C.

Spans Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—263p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—*Audiovisual Aids, *Catalogs, Educational Games, Films, Filmstrips, *Multimedia Instruction, Phonograph Records, Protocol Materials, *Reference Materials, Simulation, Slides, Tape Recordings, Video Tape Recordings, Visual Aids

This compendium is designed as a reference tool for the identification of nonprint educational materials produced by institutional or nonprint agencies. The main body of the compendium lists materials alphabetically by title in six sections: a) audio cassettes, tape reels, phonodiscs; b) games and simulation; c) motion pictures; d) multimedia; e) slides, filmstrips, tapes; and f) video tapes. Each item lists the following, when known: the medium, producer, distributor, production date, length, cost, whether suitable for pre- or in-service use, and a brief description of the content. The document also includes a copy of the survey form used to assemble the information, title list by medium, list of distributors (with addresses), and a subject index organized under ERIC descriptors. (MBM)

ED 092 486 SP 008 062

Pettigrew, L. Eudora
Competency Based Teacher Education: Teacher Training for Multi-Cultural Education.

Pub Date [73]

Note—38p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Objectives, Cultural Differences, *Cultural Pluralism, *Educational Problems, Evaluation, *Evaluation Techniques, *Performance Based Teacher Education, *Teaching Skills

This paper defines competency-based teacher education (CBTE) and discusses relevant competencies, some problems and issues, and some assessment strategies. Competencies for all teachers and nine competencies for teachers working in a multicultural setting are listed. Problems discussed include the following: (a) professional educators ignore the problem of ethnic pupils' school achievement; (b) teacher behavior fosters pupil behavior that fulfills the culturally derived expectation; and (c) teachers hold biased stereotypical views of minority pupils. The discussion on assessment strategies includes the following topics: (a) assessment of cognitive and behavioral skills; (b) behavioral assessment strategies; (c) behavioral objectives; (d) instructional strategies on designing a learning environment; and (e) evaluation as a tool for collecting data to optimize the system. The author concludes that training institutions should facilitate an educational policy which promotes the following: (a) conducting scientific analyses of learning tasks and designing teacher functions to maximize the probability of achievement; (b) redesigning teacher function with the CBTE model; (c) instructing teachers in the pros and cons of reinforcement practices; (d) designing internships for teachers; (e) providing instruction on teacher expectancies of minority pupils and the ramifications of teacher behavior; and (f) instructing teachers in the evaluation of pupil performance on a pre-post performance continuum. (PD)

ED 092 487 40 SP 008 070

Harrington, Paul

Guide for Financial Assistance and Program Support for Activities in Physical Education and Recreation for Impaired, Disabled, and Handicapped Participants: Foundation Programs. August 1973.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spans Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 73

Grant—OEG-0-72-5454-233563

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Athletics, Camping, *Financial Support, *Foundation Programs, Handicapped, Outdoor Education, *Physical Education, *Physically Handicapped, *Recreational Activities, Recreation Finances, Therapy

This guide provides information for obtaining foundation support and financial assistance for developing and/or supplementing physical education, recreation, camping, sports, athletics, outdoor education, and other related programs for impaired, disabled, and handicapped persons.

Twenty-one foundations are listed with the address, contact person, who may apply, how to apply, and geographical and general limitations for each one. The remainder of the guide lists (a) names and addresses of foundations that might give support; (b) supplementary funding resources given in directories and publications; and (c) guidelines for preparing grant proposals. (Author/PD)

ED 092 488 95 SP 008 075

Flowers, Brenda M. G.
The Effects of a Teacher's Instructional Behavior on Black Students' Mastery of Standard English. Triple "T" Project Monograph Series, No. 3.

Temple Univ., Philadelphia, Pa. Coll. of Education

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 74

Grant—OEG-0-70-2046-721

Note—42p.; Abstract of Ph.D. Dissertation, Temple University

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Effective Teaching, *English Instruction, *Instructional Improvement, Negro Dialects, *Negro Students, Teacher Behavior, *Urban Language, Urban Teaching

The major purpose of this study was to investigate the effects of a teacher's instructional behavior on black high school students' learning of standard English grammatical features. The study also aimed (a) to identify the subjects' deviations from standard English and to select the most socially stigmatizing items; (b) to prepare and evaluate lessons dealing with those items; and (c) to identify and list those aspects of teacher behavior which contributed to the students' performance. The subject group consisted of 25 black male students of average ability from a large inner-city high school. The students were exposed to a 20-day treatment composed of lessons developed by the investigator. Students were tested four times during the study, and the data derived from these tests led to the conclusion that urban high school students can master standard English when the following conditions are met: (a) the teacher establishes a rapport with the students which puts students and teacher on the same side; (b) specific goals are set with the students' cooperation; (c) rules are agreed upon mutually; (d) subject matter contexts are based on topics of interest to the students; (e) the help of natural class leaders is enlisted; (f) the teacher exercises firmness with flexibility; (g) the students' attention is directed to a few surface features of the standard dialect; and (h) the teacher understands the students as individuals and as members of a cultural group. Because of the limited size of the study population, the conclusions must be considered tentative. (HMD)

ED 092 489 95 SP 008 076

Grant, Frances E.

Need for a Remedial Reading Program for Fourth Grade Children Using Supplementary Syntactically-Oriented Reading Materials. Triple "T" Project Monograph Series, No. 3.

Temple Univ., Philadelphia, Pa. Coll. of Education

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 74

Contract—OEC-0-70-2046(721)

Note—23p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Grade 4, Language Ability, Language Skills, *Reading Improvement, Reading Instruction, *Reading Materials, Remedial Reading, *Remedial Reading Programs

A reading problem does exist within the schools; moreover, reading retardation is of epidemic proportions in the inner-city schools. Educators continue to seek new materials and different approaches to reading instruction for students who read below their grade and expectancy levels and who need a remedial program. Reading, like speaking and listening, must be considered a language process. The reader must operate in response to real, meaningful, grammatical language if he is to have all the information available to him in proper interrelationship, and he must be able eventually to reconstruct and comprehend a passage. Those in-

instructional materials and strategies in which learning is viewed as an accumulation of bits and pieces are unjustified and ineffective. For materials to be effective they have to be based on a thorough knowledge of reading as a language process. Remedial reading materials should, then, incorporate aspects of the native language developed naturally in a reading program. (HMD)

ED 092 490 95 SP 008 077
Wilderman, Ann M.

TTT Develops a Math Laboratory. Triple "T"
Project Monograph Series, No. 2.

Temple Univ., Philadelphia, Pa. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-70-2046(721)

Note—51p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—College School Cooperation, Elementary Grades, Laboratories, *Laboratory Schools, *Laboratory Training, Mathematics, *Mathematics Instruction, *Teacher Education, *Teacher Educator Education

Identifiers—Trainers of Teacher Trainers

This document is a first-person account by the mathematics coordinator at Temple University dealing with the segment of the TTT (Trainers of Teacher Trainers) project held at the Reynolds Elementary School. The stated purpose of this segment was to provide on-the-job experience in the area of elementary school mathematics. The basic program procedure is described as follows: TTT clinicians tried out contemporary teaching strategies and materials while working with fifth- and sixth-grade mathematics pupils; the classroom teachers also became involved in the planning and utilization of the mathematics laboratory; during the third year the mathematics laboratory moved to larger quarters, and the emphasis changed from assisting pupils to assisting teachers. The author defines the centralized mathematics laboratory which was used in this project as a room separate from the regular classroom, with pupils from all grades going to this laboratory for part of their mathematics instruction. Materials needed for such a laboratory are described in detail; suggestion for activities are also given. (JA)

ED 092 491 SP 008 078
Todd, Carl, Ed.

Teachers for the Seventies. A Plan for Improving Teacher Education in Alabama through 1978-79. Vol. 1.

Alabama State Commission on Higher Education, Montgomery.

Pub Date Jun 72

Note—169p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Curriculum, Educational Research, Governance, Guidelines, *Program Improvement, Research Problems, *Teacher Education, *Teacher Programs, Teacher Supply and Demand

Identifiers—*Alabama

This document was prepared in response to a request from the executive secretary of the Alabama Commission on Higher Education to develop a Master Plan for Teacher Education in Alabama to serve through the year 1978-79. There are introductory sections on the development of the plan and on the present execrable situation in public schools. The third section, entitled "Teacher Education at the Crossroads," provides suggestions on the following topics: (a) the program of instruction in teacher education, (b) research in teacher education, (c) extension or field services, and (d) governance of teacher education. Section 4 is entitled "Background Information on Preparation of Alabama Teachers" and includes discussion and statistics on factors affecting future need for educational personnel, on the supply of future employable professionals, and on teacher education programs present and projected. Supplementary tables cover degree production for public institutions. Section 5 briefly discusses continuous education for teachers and related personnel, while section 6 reviews the concept of specialized professional services. Included in the topics for which research is needed (listed in section 7) are learn-

ing styles; cultural influences on learning; selection, development, and presentation of content; organization and administration; and study of professional preparation. Section 8 presents a summary, conclusions, and recommendations. (JA)

ED 092 492 40 SP 008 081
Littman, Karen

A Catalog of Federal Assistance Relating to Recreation and Physical Education for the Handicapped.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Grant—OEG-0-72-5454-233563

Note—102p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Catalogs, Educational Finance, *Federal Aid, Financial Support, Grants, Handicapped, *Physical Education, *Physically Handicapped, *Program Descriptions, *Recreation, Recreation Finances, Therapy

This catalog describes 39 programs providing Federal financial support for research, training, and technical assistance in physical education and/or recreation for impaired, disabled, and handicapped persons. Information on each program is given, including: (a) specific types of assistance provided, (b) purposes for which assistance is available, (c) who can apply, (d) how to apply, and (e) Federal offices to contact for additional information about the program. Suggestions for determining appropriate grant sources and procedures for making grant applications are included. Appendixes contain information sources that provide information on Federal support programs, resource listings of illustrative projects and key persons for contact, a self-checklist to evaluate proposed projects, and a description of three State programs funding recreation for impaired, disabled, and handicapped persons. (Author/PD)

ED 092 493 SP 008 082

[A Packet of Information on the Background of the AFT-NEA Merger Break.]

American Federation of Teachers, Washington, D.C.

Pub Date Mar 74

Note—17p.; 11 unnumbered pages of the original document are copyrighted and therefore not available; They are not included in the pagination; Some pages may not reproduce well.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Mergers, *Negotiation Impasses, Professional Associations, *Teacher Associations, Teacher Welfare

Identifiers—AFT, *American Federation of Teachers, National Education Association, NEA

This document contains informational materials about the breakdown in merger talks between the American Federation of Teachers (AFT) and the National Education Association (NEA). Included in the packet are (a) the AFT statement on the breakup of unity talks; (b) transcripts of two news conferences by David Selden, president of the AFT, on the termination of the merger talks; (c) the NEA release on termination of merger talks; (d) an AFT news release bailing the withdrawal of fire fighters from the Coalition of American Public Employees; and (e) a news release of the AFT about the Jewish Anti-Defamation League suing NEA on "retrogressive" quota policies. (HMD)

ED 092 494 SP 008 083
Hay, James G., Ed.

Kinesiology IV.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Note—62p.

Available from—AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 245-25548, \$4.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Anatomy, College Curriculum, Exercise (Physiology), *Health, Human Body, Kinesthetic Methods, Kinetics, *Physical Education, *Physiology

Identifiers—Kinesiology

This is a collection of significant papers by leading authorities, compiled by the American Association of Health, Physical Education, and Recreation's Kinesiology Committee of the Physical Education Division. The following papers are included in this collection: "Supporting Biomechanics Subject Matter in the Undergraduate Curriculum"; "Laboratory Exercises in Biomechanics for Undergraduate Students"; "Preaxial and Postaxial Neuromuscular Relationships in the Upper Extremity: A Method of Teaching Muscle Innervation"; "Biomechanical Analysis of Human Motion"; "Moment of Inertia of the Human Body"; and "Assessment of Forearm Position upon Upperrarm and Shoulder Girdle Strength Performance." (JA)

ED 092 495 SP 008 084

Kelly, Terence F. Schieber, George J.
Factors Affecting Medical Services Utilization: A Behavioral Approach.

Urban Inst., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—UI-0007-1

Pub Date Dec 72

Note—80p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Stock No. URI-21000, \$2.50)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Facility Utilization Research, Factor Analysis, Federal Programs, *Health Services, Individual Needs, *Medical Services, *Reactive Behavior, Surveys

This study describes behavioral response—both its theoretical specification and its estimation—which relates health service utilization and expenditures to a number of variables: demographic, psychological, economic, medical, and policy-related. By incorporating these behavioral relations into a recently developed microsimulation model, national and area demands for health services can be aggregated and contrasted for alternative health insurance schemes. The study uses data on individuals from the 1967 National Center for Health Statistics Interview Study and attempts to estimate the relationship between the demand for health services and various economic, demographic, and psychological factors. The study is composed of six chapters. Chapter 1 reviews the relevant health economics literature and draws inferences from this theory for use in the model. Chapter 2 describes previous quantitative demand studies which make use of microeconomic data bases. Chapter 3 describes the derivation of the theoretical context of the theoretical and empirical considerations. Chapter 4 discusses the 1967 study used as data base. In chapter 5, behavioral equations are estimated from this data base and the empirical results are discussed. Some concluding observations constitute chapter 6. (Author/JA)

ED 092 496 40 SP 008 085

Third Invitational Interdisciplinary Seminar: Piagetian Theory and Its Implications for the Helping Professions.

Children's Hospital, Los Angeles, Calif.; University of Southern California, Los Angeles. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service; Office of Child Development (DHEW), Washington, D.C.

Pub Date Feb 73

Note—108p.; Proceedings of the Annual Conference of the University Affiliated Program (UAP) (3rd, University of Southern California, February 16, 1973)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Child Development, *Cognitive Development, Cognitive Processes, Conference Reports, Developmental Psychology, *Early Childhood, Early Childhood Education, Symposia

Identifiers—Piaget

Twenty-four papers prepared for a conference on Piagetian theory and its implications for the helping professions are included in this report. The conference included the following symposia: (a) Present Status of Formal Operations, (b) Implications of Piaget for the Development of Cur-

riculum, (c) Arithmetic and the Development of Logical Abilities, (d) Development of Moral Judgment in Children, (e) Piaget and Vygotsky, (f) Cognitive Growth and Language, (g) Piaget and the Early Education of Handicapped Children, (h) Piaget and the Development of Reading Ability, and (i) Piaget and Psychometric Assessment. (HMD)

ED 092 497 SP 008 086

Singer, Robert N., Ed. Weiss, Raymond A., Ed. **Completed Research in Health, Physical Education, and Recreation Including International Sources.** Vol. 15. 1973 Edition.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 73

Note—177p.

Available from—AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock Number 248-25462, \$3.75, single copy, 10 or more, 20% discount)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bibliographies, *Health, *Indexes (Locators), Masters Theses, *Physical Education, *Recreation, Research, *Student Research

This compilation lists research completed in the areas of health, physical education, and recreation and allied areas during 1972. It is arranged in three parts: (a) the index lists research topics alphabetically and directs the reader to appropriate citations in the bibliographies of journal articles, theses, and dissertations; (b) the bibliography lists published research alphabetically by author, citing articles which were published in 177 periodicals; and (c) these abstracts includes items from 62 institutions offering graduate programs in health, physical education, and recreation. Also included are lists of the periodicals reviewed and the institutions reporting. (HMD)

ED 092 498 SP 008 087

Morison, Ruth

A Movement Approach to Educational Gymnastics.

Pub Date Apr 74

Note—183p.

Available from—Plays, Inc., 8 Arlington Street, Boston, Massachusetts 02116 (\$6.95)

Document Not Available from EDRS.

Descriptors—College Students, Elementary Grades, *Exercise (Physiology), *Lesson Plans, *Motion, *Observation, *Physical Fitness, Primary Grades, Safety, Secondary Grades

This book, divided into three parts, discusses the principles and practice of functional movement in terms of the full range of educational gymnastics. It can be used for elementary school, high school, and college students, since teachers can modify or extend the suggestions according to the experience and ability of the classes. Part one, "Purpose and Principles," discusses man's need for movement, the purpose of gymnastics, and principles and analysis of functional movement. Part two, "Material," discusses (a) the natural movement of children, (b) actions emphasizing locomotion, (c) actions emphasizing balance, (d) handling, (e) partner and group work, and (f) movement. Part three, "Planning Teaching and Observation," discusses (a) content, structure, and development of the lesson; (b) themes for lessons; (c) progression; (d) observation and teaching; and (e) safety and observation. A bibliography of books related to the art of movement, and scientific and other aspects of movement is included. (PD)

ED 092 499 SP 008 088

Professional Preparation in Safety Education and School Health Education.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 74

Note—42p.; Extract from "Professional Preparation in Dance, Physical Education, Recreation Education, Safety Education, and School Health Education"

Available from—AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Guidelines, *Health Education, *Performance Criteria, Preservice Education, Professional Training, *Safety Education, *Teacher Education

This document is divided into two parts. Part 1, entitled "Undergraduate Preparation in Safety Education," contains in outline form statements on the following topics: basic curricula in safety education (including suggested competencies); faculty for basic programs; students in basic programs (including admission criteria); resources and facilities for basic programs; and evaluation, program review, and planning. Part 2 is a report on school health education and contains two divisions: Recommended Standards for the Accreditation of Teachers of Health Education and Competencies of the Health Educator. This last division breaks the competencies into headings of environmental health, mental health, tobacco, alcohol and other drugs, nutrition, communicable and noncommunicable diseases, human sexuality, dental health, physical fitness, consumer health, community health, accident prevention, and philosophy of health and health education. (JA)

ED 092 500 SP 008 089

Professional Preparation in Aquatics Education—Curriculum Guidelines.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 74

Note—136p.

Available from—American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (no price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Administrator Education, *Athletic Activities, Boatmen, Curriculum, *Curriculum Development, *Curriculum Guides, Curriculum Planning, Handicapped, *Physical Education, *Swimming

This document contains course outlines for a professional curriculum in aquatics at the college and university level, endorsed by the National Symposium on Professional Preparation in Aquatics Education. The proposed curriculum is divided into four areas of professional standards: (a) the physical educator, (b) the aquatics instructor, (c) the aquatics specialist, and (d) the aquatics administrator. Professional standards for the aquatics instructor are further divided into 10 specialties: (a) swimming, (b) springboard diving, (c) handicapped, (d) skin and scuba diving, (e) small craft and open water activity, (f) competitive swimming, (g) synchronized swimming, (h) water polo, (i) lifeguarding, and (j) aquatics facilities management. Included in the outlines are course descriptions, objectives, course content, procedures and methods, and a bibliography. (PD)

ED 092 501 95 SP 008 090

Gropper, George L.

A Technology for Developing Instructional Materials. Vol. 1, User's Manual.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—29p.; For related documents, see SP 008 091-104

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Development, *Educational Development, *Educational Research, Guides, *Instructional Materials, *Manuals, *Personnel
This document, one of five volumes designed to train educational research and development personnel in the instructional development process, describes the program materials and provides instructions for their use. This volume is divided into three sections: an introduction, a description of how to use the program, and a detailed schedule to program activities. The introduction includes the following topics: (a) the purpose of the program, (b) program components, (c) rationale of the program format, (d) program content, and (e) program evaluation. Section 2 includes an overview of the activities, behavioral objectives, feedback for practice exercises, and a description of evaluation progress and administering the program. Section 3 gives time requirements and assignments. (PD)

ED 092 502 95 SP 008 091

Gropper, George L.

A Technology for Developing Instructional Materials. Vol. 2, Orientation.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—84p.; For related documents, see SP 008 090 and 092-104

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Development, Educational Development, Educational Research, Guides, *Instructional Materials, Manuals, *Orientation Materials, *Personnel, *Research and Instruction Units

This document, one of five volumes comprising a training program on instructional materials development designed for educational research and development personnel, gives an overview of the program and provides practice in using the materials. This volume is divided into five sections describing the purposes of this orientation manual. Section 1 provides an overview of the materials development process. Section 2 provides initial practice in using the handbook. Section 3 provides initial practice in doing workbook exercises associated with specific sections of the handbook. Section 4 provides initial practice in doing the final exercises that are performed upon completion of each subvolume of the handbook. Section 5 introduces key concepts applicable to all major tasks in the development process. (PD)

ED 092 503 95 SP 008 092

Gropper, George L.

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part A, Plan Study of Criterion Behaviors.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—208p.; For related documents, see SP 008 090, 091, and 093-104

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Assignments, *Behavioral Objectives, Development, Educational Development, Educational Research, *Guides, Instructional Materials, Manuals, *Personnel, *Research and Instruction Units

This document is the first in a series of 11 subvolumes of a handbook providing training for educational research and development personnel in the development of instructional materials. This subvolume deals with the task of developing a plan study of criterion behaviors. The document content is divided into the following five steps: (a) identify the type of criterion behavior to be taught and the type of target audience to which it will be taught; (b) identify methods for obtaining information necessary to describe and analyze criterion behavior; (c) select information sources needed to describe and analyze criterion behavior; (d) plan the sequence in which information about criterion behavior will be collected; and (e) develop (or plan to use existing) information-collection instruments and procedures. Various substeps are listed that describe the procedures for performing the steps. (PD)

ED 092 504 95 SP 008 093

Gropper, George L.

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part B, Collect and Analyze Data About Criterion Behaviors.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—274p.; For related documents, see SP 008 090-092 and 094-104

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—*Assignments, *Behavioral Objectives, *Data Analysis, *Data Collection, Development, Educational Development, Educational Research, *Guides, Instructional Materials, Manuals, Personnel, Research and Instruction Units

This document is the second in a series of 11 subvolumes of a handbook providing training for educational research and development personnel

in the development of instructional materials. This subvolume deals with the task of collecting and analyzing data about criterion behavior. The document content is divided into the following five steps for completing the task: (a) collect description of critical elements of criterion behavior from job holders; (b) plan the sequence for collecting from individual performance experts or knowledge domain experts the types of information needed to perform the various required types of analysis of criterion behavior; (c) collect task description information about criterion behavior; (d) collect task analysis, learning analysis, and competency analysis information about criterion behavior; and (e) collect information necessary to perform a mode analysis of inputs, actions, and outputs for each criterion behavior. More specific substeps are listed for performing the steps. (PD)

ED 092 505 95 SP 008 094
Gropner, George L.

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part C, Sequence and Group Criterion Behaviors.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73
Contract—OEC-0-70-4776(520)

Note—88p.; For related documents, see SP 008 090-093 and 095-104

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Assignments, *Behavioral Objectives, Development, Educational Development, Educational Research, *Grouping (Instructional Purposes), *Guides, Instructional Materials, Manuals, Personnel, Research and Instruction Units, *Sequential Approach

This document, third in a series of 11 subvolumes of a handbook provided to provide training for educational research and development personnel in the development of instructional materials, deals with the task of sequencing and grouping criterion behaviors. Document content is arranged according to the steps involved in performing the task. This task includes three steps: (a) sequence task analysis results for all the subcritera behaviors that make up each criterion behavior; (b) sequence task analysis results for all criterion behaviors that make up an instructional program; and (c) create instructional units. More specific substeps are included for performing the three steps. Background information includes a matrix presentation of the purposes of sequencing and the concerns of sequencing decisions. (PD)

ED 092 506 95 SP 008 095

Gropner, George L.

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part D, State Criterion and Preparatory Objectives.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—128p.; For related documents, see SP 008 090-094 and 096-104

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Assignments, Development, Educational Development, Educational Research, *Guides, *Instructional Materials, Manuals, *Objectives, Personnel, Research and Instruction Units

This document, fourth in a series of 11 subvolumes of a handbook provided to provide training for educational research and development personnel in the development of instructional materials, deals with the task of stating criterion and preparatory objectives. The document content is arranged according to the sequential steps involved in performing the task. Step 1, planning the formulation of objectives for each lesson, involves making decisions regarding (a) number and types of objectives and subobjectives to develop for a lesson; (b) recall/transfer requirements for each objective; (c) availability to students of performance aids; (d) direction of performance for each objective; and (e) size of sample of performance to be used as evidence of mastery of an objective. Step 2, preparing a state-

ment of objectives for each lesson, involves developing the following: (a) a statement of criterion objectives to be used in designing instruction; (b) a statement of subcriteria and preparatory objectives to be used in designing instruction; and (c) a statement of objectives to accompany instructional materials to be given to students. Background information includes a presentation of the uses to which statements of objectives are put, ways in which statements of objectives supplement information, and required characteristics for statements of objectives. (PD)

ED 092 507 95 SP 008 096

Gropner, George L.

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part E, Plan Simulation Based on Instructional and Logistical Needs.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—76p.; For related documents, see SP 008 090-095 and 097-104

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Educational Development, Educational Research, Guides, *Instructional Materials, Manuals, *Personnel, *Research and Instruction Units, *Simulation, *Training

This document, fifth in a series of 11 subvolumes of a handbook provided to provide training for educational research and development personnel in the development of instructional materials, deals with the task of planning simulation based on instructional and logistical needs. The document content is arranged according to the sequential order of the two steps involved in performing the task. Step 1, assessing simulation needs, involves (a) determining whether simulation decisions should be made for an individual or for a series of lesson units; (b) inspecting task analysis diagrams and statements of objectives for the need to provide simulation; and (c) deciding whether to simulate. Step 2, planning the type of simulation to be used, involves: (a) identifying from task analysis diagrams and from mode analysis results key properties of inputs, actions, or outputs which require simulation and recording results; (b) planning and recording the simulation of inputs, actions, and outputs; and (c) selecting a simulation plan which both meets instructional needs and does not create an unacceptable logistical burden. (PD)

ED 092 508 95 SP 008 097

Gropner, George L.

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part F, Develop Diagnostic and Evaluative Tests.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—159p.; For related documents, see SP 008 090-096 and 098-104

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Assignments, Development, *Diagnostic Tests, Educational Development, Educational Research, *Evaluation Techniques, *Guides, Instructional Materials, Manuals, Personnel, *Tests

This document, sixth in a series of 11 subvolumes of a handbook provided to provide training for educational research and development personnel in the development of instructional materials, deals with the task of developing diagnostic and evaluative tests. The document is organized according to the four sequential steps involved in performing the task. The four steps involve: (a) planning the development of tests; (b) developing tests for proficiency in criterion behavior which is taught in each instructional unit; (c) developing diagnostic tests to identify the reason for failure to acquire the criterion behavior taught in each instructional unit; and (d) trying out and revising testing procedures. More specific substeps list procedures for performing each step. (PD)

ED 092 509 95 SP 008 098

Gropner, George L.

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part G, Formulate Instructional Strategies.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—256p.; For related documents, see SP 008 090-097 and 099-104

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—*Assignments, Development, Educational Development, Educational Research, *Educational Strategies, *Guides, *Instructional Design, Instructional Materials, Manuals, Personnel, Research and Instruction Units

This document, seventh in a series of 11 subvolumes of a handbook provided to provide training for educational research and development personnel in the development of instructional materials, deals with the task of formulating instructional strategies. The document is organized according to the four sequential steps involved in performing the task. The four steps involve: (a) designing practice of each criterion behavior; (b) designing preparatory practice progressions; (c) planning behavior control; and (d) selecting media appropriate to mode requirements of criterion and preparatory practice. More specific substeps list procedures for performing each step. (PD)

ED 092 510 95 SP 008 099

Gropner, George L.

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part H, Plan Accommodation of Individual Differences.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—55p.; For related documents, see SP 008 090-098 and 100-104

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Assignments, Development, Educational Development, Educational Research, *Group Instruction, *Guides, *Individual Differences, *Individualized Instruction, Instructional Materials, Manuals, Personnel, Research and Instruction Units, Training

This document, eighth in a series of 11 subvolumes of a handbook provided to provide training for educational research and development personnel in the development of instructional materials, deals with the task of planning accommodation of individual differences. The document is organized according to the two sequential steps involved in performing the task. Step 1, planning the use of accommodation techniques to be uniformly applied to all members of the target population, involves identifying administrative and instructional techniques. Step 2, planning the use of accommodation techniques to be applied uniformly to subpopulations or variably to individual students, involves identifying techniques to specifically accommodate subpopulations and individuals. Background information covers: (a) individual differences that need to be accommodated; (b) major ways to accommodate individual differences; (c) learner-selected vs. trainer-selected methods of accommodating individual differences; (d) accommodating a total population vs. subpopulations vs. individuals; and (e) differences in the ways accommodation occurs for a total population vs. subpopulations vs. individuals. (PD)

ED 092 511 95 SP 008 100

Gropner, George L.

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part I, Develop Instructional Materials.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—133p.; For related documents, see SP 008 090-099 and 101-104

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Assignments, *Development, Educational Development, Educational Research, *Guides, *Instructional Materials, Manuals, Personnel, Research and Instruction Units

This document, ninth in a series of 11 subvolumes of a handbook prepared to providing training for educational research and development personnel, deals with the task of developing instructional materials. The document is organized according to the sequential steps involved in performing the task. Step 1, planning the size and order of learning units, involves: (a) estimating how many parts of the criterion behavior can be effectively practiced at the same time and (b) planning the order in which parts of the criterion behavior will be practiced. Step 2, preparing instructional materials procedures, involves preparing instructional materials or procedures integrating all subcriteria behaviors that make up the criterion behavior. Background information is included for both steps. (PD)

ED 092 512 95 SP 008 101

Gropper, George L.

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part J, Evaluate Instructional Materials.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—242p.; For related documents, see SP 008 090-100 and 102-104

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—*Assignments, Development, Educational Development, Educational Research, *Evaluation, *Evaluation Techniques, *Guides, *Instructional Materials, Manuals, Personnel, Research and Instruction Units

This document, 10th in a series of 11 subvolumes of a handbook providing training for educational research and development personnel in the development of instructional materials, deals with the task of evaluating instructional materials. The document is organized according to the three sequential steps involved in performing the task. Step 1 is to conduct an information tryout of the instructional program and revise the program when necessary. Step 2 is to conduct a developmental tryout of the instructional program and revise the program when necessary. Step 3 is to conduct a field test of the instructional program. More specific substeps list the procedures for performing the steps. Background information covers (a) purposes of evaluation; (b) the cyclical nature of program tryout and revision; (c) four interrelated elements in the tryout and revision process; and (d) the amount of program material to schedule for tryout. (PD)

ED 092 513 95 SP 008 102

Gropper, George L.

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part X, Index.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—151p.; For related documents, see SP 008 090-101, 103, and 104

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Development, Educational Development, Educational Research, *Glossaries, Guides, *Indexes (Locators), *Instructional Materials, Manuals, *Research and Instruction Units

This document, last in a series of 11 subvolumes of a handbook providing training for educational research and development personnel in the development of instructional materials, provides a glossary of technical terms used in this program. Each entry includes: (a) a definition; (b) appropriate cross references; and (c) a reference to appropriate handbook sections that provide more detailed information on the entry. This volume also serves as an index for the subject matter covered in the other volumes of the handbook and makes it possible for the learner to look up words introduced in other sections of the handbook. (PD)

ED 092 514 95 SP 008 103

Gropper, George L. Glasgow, Zita

A Technology for Developing Instructional Materials. Vol. 4, Workbook.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—573p.; For related documents, see SP 008 090-102 and 104

EDRS Price MF-\$0.90 HC-\$27.00 PLUS POSTAGE

Descriptors—*Development, Educational Development, Educational Research, Guides, *Instructional Materials, Manuals, Personnel, *Research and Instruction Units, *Training, *Workbooks

This workbook, one of five volumes comprising a training program designed for educational research and development personnel, provides opportunities to practice procedures in the instructional materials development process. The exercises are based on materials presented in a series of 11 subvolumes of the handbook entitled (a) "Plan Study of Criterion Behaviors," (b) "Collect and Analyze Data About Criterion Behaviors," (c) "Sequence and Group Criterion Behaviors," (d) "State Criterion and Preparatory Objectives," (e) "Plan Simulation Based on Instructional and Logistical Needs," (f) "Develop Diagnostic and Evaluative Tests," (g) "Formulate Instructional Strategies," (h) "Plan Accommodation of Individual Differences," (i) "Develop Instructional Materials," and (j) "Evaluate Instructional Materials." (PD)

ED 092 515 95 SP 008 104

Gropper, George L.

A Technology for Developing Instructional Materials. Vol. 5, Final Exercises.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-0-70-4776(520)

Note—143p.; For related documents, see SP 008 090-103

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Assignments, *Development, Educational Development, Educational Research, *Guides, *Instructional Materials, Manuals, Personnel, Research and Instruction Units, *Training

This document, one of five volumes comprising a training program in instructional materials development designed for educational research and development personnel, provides practice in all the major tasks involved in the program. These final exercises provide an opportunity to put together component activities and practice them in combination just as in a real situation. Two types of materials are provided: (a) materials to work on directly and (b) materials representing completed prior analyses. This volume is divided into nine final tasks: (a) making revisions in an instructional program; (b) developing an instructional program; (c) formulating an instructional strategy; (d) developing tests; (e) planning simulation; (f) stating objectives; (g) analyzing criterion behavior; and (h) developing an instructional program through the complete cycle. (PD)

ED 092 516 95 SP 008 105

Sorenson, Juanita And Others

Performance-Based Graduate Courses for Individually Guided Education. Revised. Monograph Number 1.

Wisconsin Univ., Eau Claire.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 74

Note—59p.

Available from—University of Wisconsin - Eau Claire, Eau Claire, Wisconsin 54701 (\$1.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Course Content, *Course Descriptions, Courses, *Curriculum Development, *Curriculum Planning, *Graduate Study, *Individualized Instruction

Identifiers—IGE, *Individually Guided Education

This monograph presents an overview of the Individually Guided Education (IGE) concept, indicates procedures used to develop courses at the University of Wisconsin, and provides a description of the graduate courses. In the overview, IGE is defined as a comprehensive system to produce higher education achievements through providing for differences among children according to what they have learned, how rapidly they learn, and their learning style. The seven components of IGE are described. They are as follows: (a) instructional programming, (b) organization for instruction, (c) curriculum materials, (d) a model for measurement and evaluation, (e) home-school communications, (f) facilitative environments, and (g) research and development. Graduate courses were gradually developed to meet the needs of the teaching staff in IGE schools. These needs included leadership skills, curriculum materials to carry out instructional programming, and information about multiunit organization. The description of graduate courses includes a summary of course content; rationale, structure, and staffing of courses; and a description of the performance-based format. Appendixes include a chronology of IGE related events, graduate courses descriptions, and selected performance-based learning modules. A 7-item bibliography is included. (PD)

ED 092 517 SP 008 106

Schueler, Herbert

Teacher Education: A Collection of Fragments or a Unified Whole? A Position Paper.

Pub Date Feb 74

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Inservice Teacher Education, *Preservice Education, *Student Teaching, Teacher Centers, Teacher Education, *Teacher Education Curriculum, *Teacher Programs, Teaching Experience

The education of teachers is presently accomplished in a haphazard and fragmented manner. Students are generally required to take course and field experiences which are individually pertinent, but courses lack unification and are divorced from the realities of schools and children, and the field work all too often lacks the theoretical support and feedback necessary for the development of competent professionals. In order to unify and integrate the teacher preparation experience, (a) the development of attitudes, skills, and understanding needed by a professional teacher must stand as the goal of the entire program; (b) theory and practice should not be academically separate but integrated particularly in the realistic setting of schools, pupils, communities; (c) teacher developmental centers should become the locus of the major portion of a student's learning experience; (d) experts in all the relevant disciplines should be communally involved, operating as teams with a common student group for a significant length of time; (e) the critical field aspects of undergraduate programs should be pursued intensively, with a minimum of the equivalent of two semesters; and (f) the undergraduate and graduate programs leading to the two prevailing levels of teacher certification should be planned and operated as a whole, and experienced by the student as an integrated unit. (HMD)

ED 092 518 95 SP 008 107

Coates, Thomas J. Thoresen, Carl E.

Teacher Anxiety: A Review with Recommendations. Research and Development Memorandum No. 123.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Contract—NE-C-00-3-0061

Note—33p.; For related documents, see SP 008 108 and 109

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Anxiety, Classroom Observation Techniques, Factor Analysis, Literature Reviews, Student Teacher Relationship, Teacher Alienation, Teacher Attitudes, *Teacher Behavior, *Teachers

This paper reviews studies of teacher anxiety (stress and tension) with a focus on the incidence, sources, and effects of anxiety, and

methods of reducing it. Previously, global definitions of anxiety have been used, and assessment has been largely restricted to paper-and-pencil measures. The incidence of anxiety among teachers, both beginning and experienced, appears to be remarkably high, and its causes are usually associated with a variety of personal, social, and physical events. The functional relationships between these events and teacher anxiety and between teacher anxiety and other teacher behavior as well as pupil behavior are unknown. It is recommended that teacher anxiety be conceptualized in performance terms and measured directly in classroom situations through external observation and self-observation. Data from such techniques would provide the basis for investigations of functional relationships between particular events and teacher anxiety as well as between anxious teacher behaviors and student performance. Promising techniques for reducing teacher anxiety, such as systematic desensitization, are considered. It is suggested that such techniques be incorporated in teacher education and evaluated experimentally. (Author)

ED 092 519 95 SP 008 108

Hannum, James W. And Others

Changing the Evaluative Self-Thoughts of Two Elementary Teachers. Research and Development Memorandum No. 122.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Contract—NE-C-003-0061

Note—19p.; For related documents, see SP 008 107 and 109

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavior Change, *Changing Attitudes, Classroom Observation Techniques, Elementary School Teachers, *Self Esteem, *Teacher Attitudes, Teacher Improvement, *Teachers

This preliminary study was designed to help two teachers who felt excessively self-critical to increase their positive self-thoughts and decrease their negative self-thoughts, i.e., to improve their self-esteem. An intensive experimental design involving four phases was employed. Each phase—Baseline, Thought Stopping, Positive Intervention, and Follow-Up—lasted approximately 2 weeks. During all phases of the experiment the teachers observed their positive and negative self-thoughts with the help of wrist counters. Classroom observers coded instances of overt positive and negative behavior by the teachers. A positive intervention, which used stimulus cues to prompt positive self-thoughts, was effective in increasing the positive thoughts of one teacher. The results of thought stopping (subvocalizing the word "stop" to inhibit unwanted thoughts) were mixed. The reported changes in self-thoughts were supported by two self-report measures and, to some extent, by the external observations of teacher and student classroom behavior. Some indication was found that self-observing does change the behavior being observed. (Authors)

ED 092 520 95 SP 008 109

Hendricks, C. Gaylord And Others

Effects of Behavioral Self-Observation on Elementary Teachers and Students. Research and Development Memorandum No. 121.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Contract—NE-C-003-0061

Note—18p.; For related documents, see SP 008 107 and 108

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavior Change, *Classroom Observation Techniques, Elementary School Teachers, Observation, *Self Evaluation, Student Behavior, Teacher Behavior, *Teacher Evaluation, *Teacher Improvement, Video Tape Recordings

Identifiers—Self Observation

A self-observation training program developed for teachers was tried out with a group of intern teachers. After some modifications of the program, the effects of the training on selected teacher and student behaviors were assessed by

two experienced elementary teachers. Changes in three teacher behaviors (contingent praise, positive nonverbal responses, and negative commands) and their effects on four student variables (inappropriate verbal behavior, inappropriate nonverbal behavior, on-task behavior, and classroom noise) were examined using a multiple-baseline design. Self-observation was found to be associated with increases in positive teacher behaviors when those behaviors were being self-observed. The accuracy of the teachers' self-observation ranged from a mean of 41 percent to a mean of 88 percent. Self-observation by teachers was associated with some positive changes in certain student behaviors. In general, the effects of self-observation on the teachers were not maintained after the teachers discontinued observing and recording their behavior. (Authors)

ED 092 521 SP 008 110

Clampa, Bartholomew J.

Differentiated Staffing: A Procedure for Implementation.

Pub Date [74]

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Differentiated Staffs, Employment Interviews, Employment Practices, *Employment Qualifications, *Guidelines, *Paraprofessional School Personnel

This document presents a description of guidelines for the employment of auxiliaries or teacher aides. Among the areas discussed are the following: (a) suggested methods for recruiting potential teacher aides; (b) the qualifications needed for the position; (c) hiring procedures (recommended are an initial interview, trial participatory experience in classrooms at different grade levels, an evaluative conference for the candidate and the hiring personnel, and a final conference of school personnel); (d) placement of paraprofessionals (especially teacher-paraprofessional teaming); and (e) employment practices. (JA)

ED 092 522 SP 008 111

Mazon, Manuel Reyes Arciniega, Tomas A.

Competency Based Education and the Culturally Different: A Role of Hope, or More of the Same?

Pub Date May 74

Note—28p.; Preliminary draft prepared for American Association of Colleges for Teacher Education (Washington, D.C., May 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Bilingual Education, *Cultural Pluralism, Effective Teaching, *Equal Education, *Performance Based Teacher Education, Teacher Education, Teaching Skills

Competency-based teacher education is a positive force for change which offers educators, university scholars, and students the opportunity to collaborate and to become meaningfully involved in determining the education process. To the culturally and linguistically different, it offers the hope that the monolingual, monocultural nature of American schools will change in ways that will allow them more equal opportunity. Competency-based education has two attractive features for the linguistically and culturally different: (a) it assures fairness because it is a collaborative effort involving the school and the community and (b) its evaluation method is diagnostic and prescriptive rather than judgmental. The Community, Home, Cultural Awareness, and Language Training (CHCALT) model is an example of a competency-based program designed to meet the needs of the linguistically and culturally different. The model was developed for Teacher Corps and is to be implemented in the School of Education at San Diego State University as a program for a Specialist Credential. The CHCALT teacher training model is divided into four basic components: (a) Philosophy of Education for the Culturally and Linguistically Different; (b) Sociocultural Awareness—Home and Community Based; (c) Oral Language and Assessment Techniques; and (d) Diagnostic and Prescriptive Strategies. (HMD)

ED 092 523 SP 008 112

Claglia, Edmund R. And Others

A Case Study of IGE Implementation at the John Ridgeway Public School, Columbia, Missouri.

Missouri Univ., Columbia. Center for Educational Improvement.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date Oct 73

Note—200p.; Pages 156-160 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Case Studies (Education), Community Attitudes, Educational Programs, *Individualized Instruction, Instructional Materials, Parent Attitudes, *Program Attitudes, *Program Costs, *Program Development, Program Effectiveness, Student Attitudes

Identifiers—IGE, *Individually Guided Education

This historical case study of the Ridgeway Elementary School from initial community contact through the completion of the first year of Individually Guided Education (IGE) assesses the attitudes of the parents; evaluates the cost factors associated with implementing the program; assesses the effects of IGE implementation on the local community; assesses the possibilities of using IGE materials in preservice, undergraduate, and graduate education courses; and evaluates the IGE materials as utilized by elementary teachers during their ongoing in-service program. This study is divided into seven sections. Section one provides (a) an introduction to and historical background of IGE implementation, (b) a chronology of major events leading to IGE implementation, and (c) a profile of the school. In section two the IGE facilitator views everyday school life from August to May. Section three discusses identifying, selecting, and preparing resources for IGE implementation. Section four deals with the influence of IGE on teachers' attitudes and behaviors. Section five reviews the initial effect of IGE upon the student, and section six discusses parent and community reaction. Section seven provides a summary of the purposes of the study. Tables and 10 appendixes are included. (PD)

ED 092 524 SP 008 114

Willis, Charles L.

What We Have Learned about the I/D/E/A/ Change Program for Individually Guided Education . . . An Interim Report.

Institute for Development of Educational Activities, Dayton, Ohio.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date Apr 74

Note—33p.

Available from—I/D/E/A/, 5335 Far Hills Avenue, Dayton, Ohio 45429 (Free)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Change Strategies, Educational Change, *Educational Improvement, *Individualized Instruction, Individualized Programs, *Instructional Innovation, Program Evaluation

Identifiers—IGE, *Individually Guided Education

While this interim report of the Institute for the Development of Educational Activities (I/D/E/A/) focuses primarily on the evaluation of its Individually Guided Education (IGE) program, it also includes discussions of (a) the I/D/E/A/ Change Program in general, (b) implementation of IGE in other than traditional contexts, (c) the importance of training materials and clinical workshops in the success of IGE programs, and (d) monitoring efforts of I/D/E/A/ with regard to individual school implementation of the IGE program. The portion of the report which deals specifically with evaluation of the program includes sections on (a) a national evaluation study of attitudes toward IGE, (b) teacher evaluation of IGE, (c) effects of IGE on children, (d) cost studies, (e) a case study conducted by the Center for Educational Improvement, and (f) I/D/E/A/'s study of pupil outcomes. Of the administrators, teachers, and parents who were surveyed, 89 percent rated the IGE program either good or excellent. Of children who were surveyed, 75 percent said they learned more than they did the previous year in which IGE was not used, and 20 percent said they learned the same amount. Children's answers implied that school had been improved by the implementation of IGE. The following negative aspects of IGE are noted: (a) the amount of time required for implementation and (b) the additional staff required for implementation of IGE. The first factor was mentioned by 27 percent of administrators and the second by 12 percent. (HMD)

ED 092 525 SP 008 115
 Forsyth, Alfred S., Jr. Gammel, J. D.
 Toward Affective Education: A Guide to Developing Affective Learning Objectives.
 Battelle Memorial Inst., Columbus, Ohio. Center for Improved Education.
 Pub Date [73]
 Note—67p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Affective Behavior, *Affective Objectives, *Program Design, *Program Development, Program Guides, Teaching Guides, Teaching Skills

This guide was designed to assist the educator in designing and implementing a program in affective education by introducing him to affective education, attempting to make him feel comfortable with it, and enabling him to improve his skills in the affective domain. The first chapter introduces the affective domain, discusses its importance, and presents a brief history of the approaches to affective education culminating with the Battelle Project/Alpha approach. A model of the "effective human being," the goal of all education, is presented in the second chapter. In the third chapter, a hierarchy of objectives is presented with methods of determining attainment of objectives in the affective domain. The fourth chapter discusses activities in affective education and their interrelation with objectives. The final chapter focuses on the educator or facilitator and concludes with a general presentation on how to proceed in the structuring of a program in affective education from start to finish. (HMD)

ED 092 526 SP 008 116
 Guidelines for Interscholastic Athletic Programs for Junior High School Girls. Revised 1972.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 72

Note—4p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.10)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Athletic Programs, *Guidelines, *Junior High Schools, Leaders Guides, Physical Education, *Womens Athletics

This pamphlet suggests guidelines, briefly describes programs, and recommends standards for participants, leaders, and administrators of athletic programs for junior high school girls. The following guidelines are recommended: (a) a separate program of competitive sports opportunities should be planned; (b) sports competition should be planned for the values offered to the participant; (c) extramural programs may be a valuable supplement to broad instructional and intramural programs; (d) the responsibility for leadership of the local girls' interscholastic program should be delegated to the women physical education teachers; (e) the program should include individual and team activities; (f) the entire financing of the girls' sports program should be included in the total school budget; (g) guidelines recommended by the Division for Girls and Women's Sports should be used in all sports; and (h) the administration should provide a healthful, safe, and sanitary environment for all participants. Sports days and interscholastic programs that equate competitors with reference to skill level, age and/or size are recommended. Standards for participants, leaders, and administrators of programs, which may be modified by the state regulatory body, are listed. (PD)

ED 092 527 SP 008 117

Weight Training for Strength and Power.

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date 73

Note—24p.

Available from—U.S. Government Printing Office, Washington, D.C. 20402 (No price quoted)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Exercise (Physiology), *Physical Development, *Physical Education, Teaching Methods, Training
 Identifiers—*Weight Training

This paper begins by defining the terms "weight training," "weight lifting," "strength," "power," and "muscular endurance." "Weight training" is differentiated from "weight lifting" and defined as a systematic series of resistance exercises designed to promote physical development and conditioning or to rehabilitate persons who have suffered injury or illness. General principles of weight training are listed. The remainder of the paper is divided into the following sections: (a) a weight circuit for strength development—a description of a training program designed to accommodate a large number of students working simultaneously within a short time during the physical education instructional period; (b) a power training circuit; (c) description of weight training exercises; and (d) a description of calisthenic exercises. (JA)

ED 092 528 SP 008 118

Hamill, Peter V. V. And Others

Body Weight, Stature, and Sitting Height: White and Negro Youths 12-17 Years, United States. Vital and Health Statistics, Series 11, Number 126.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-HRA-74-1608

Pub Date 73

Note—39p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.65)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Body Weight, Height, *Negro Youth, *Physical Characteristics, Physical Examinations, *Statistical Analysis, Statistical Studies, Statistics, Teenagers, *Youth

This report is the second in a series of reports presenting analyses and discussion of data on body measurements performed in Cycle III of the Health Examination Survey. The method employed for the study, which involved physical examinations of youths at mobile examination centers at 40 preselected locations throughout the country, is described in detail. There is a description of the results which presents data comparing height, weight, stature, and sitting height with reference to age and race. The appendices include 12 supportive statistical tables and statistical notes on the design of the study. (JA)

ED 092 529 SP 008 119

Bertrand, Alvin L. Hoover, James G.

The Characteristics of the Users of Toledo Bend: A Study of the Development Potential of Water-based Outdoor Recreation.

Pub Date [73]

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Demography, *Individual Characteristics, *Questionnaires, Recreation, Recreational Facilities, *Recreationists

This study, designed to help planners and to provide a basis for comparison in future studies, reports on the characteristics of recreationists using Toledo Bend Reservoir. A questionnaire, constructed in consultation with representatives of various state agencies, was administered to the outdoor recreation population from July 1971 until late spring 1972. Sixty-one female and 544 males were interviewed concerning occupation, income, education, place of residence, distance traveled, and the size and nature of the recreationist groups. Findings reported are as follows: (a) a certain degree of affluence and sophistication is characteristic of Toledo Bend users; (b) men predominated in the Toledo Bend sample of users; (c) persons from age 25 to age 54 were slightly over-represented; (d) white Louisiana residents age 25 and over with an upper-level education were over-represented; (e) most Toledo Bend users earn a family income of \$10,000 or over; (f) urban residents were over-represented; (g) distance has a positive relationship with the length of time spent at Toledo Bend; and (h) most respondents were members of groups. The results of this exploratory study indicate that Toledo Bend already serves as an important recreation facility and has the potential to meet the growing demands of the population. Beyond the implications for program and policy formulation, there are implications for understanding human behavior, which is basic to sociological inquiry. (A 5-item bibliography is included.) (PD)

ED 092 530 SP 008 121
 Harford, Ellis Ford
 Highlights of Early Teacher Training in Kentucky. Kentucky Univ., Lexington. Bureau of School Service.

Pub Date Jun 74

Note—45p.; Special address as part of the Fiftieth Anniversary Program delivered in William S. Taylor Auditorium (Lexington, Kentucky, April 15, 1974)

Available from—University of Kentucky, Lexington, Kentucky 40506 (\$1.00)

Journal Cit—Bureau of School Service Bulletin; v46 n4 p36-80 Jun 1974

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational History, *Educational Theories, *Teacher Certification, *Teacher Education
 Identifiers—*Kentucky

This speech surveys the development of teacher education from the earliest concerns of the pioneers until the establishment of the University of Kentucky College of Education in 1923. In the search for a system of education, three theories influenced Kentucky leaders. They were the Lancasterian plan of organization and instruction (i.e., the monitorial school), the ideas of Pestalozzi, and the Rensselaerian method. Early means of teacher examination and certification and of preparation for the teacher examinations are discussed. Seven alternatives of preparing for the teacher examination included (a) cramming schools, (b) home study question books, (c) normal school departments of various academies and institutes, (d) the National Normal School, (e) private normal schools, (f) question-peddlers, and (g) educational journals. Teachers' institutes, one of the earlier teaching innovations, are described. Also, a discussion of efforts to establish normal schools and of some specific schools are included. Finally, the emergence of the College of Education at the University of Kentucky from the Normal School at A&M College is discussed. A 4-page bibliography is included. (PD)

ED 092 531 SP 008 123

Scott, Myrtle

Interdisciplinary Doctoral Program on Young Children, Indiana University.

Pub Date 74

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Child Development, Doctoral Programs, *Leadership Training, *Program Evaluation, *Skill Development, *Training Objectives

This document discusses the nature and objective of the Interdisciplinary Doctoral Program on Young Children (IDPYC), which is designed to prepare leaders to function as "interface" (or, catalysts) in settings that concern young children. This program trains them to attain the following characteristics: (a) a sound background and knowledge base in child development and in educational experiences most appropriate for young children under a variety of circumstances; (b) research and evaluation, program development, and implementation skills; (c) cognizance of the social and political issues relating to children; and (d) competence in leadership and change techniques. The IDPYC program is competency based, provides alternative routes to competencies, allows wide student choice, and has a strong experience component: its operation is interdisciplinary and structured for change. A discussion of the admission criteria for students and the status of the current students is included. The evaluation component in order of sequence is as follows: (a) "Short-Range Evaluation: Process Evaluation"; (b) "Intermediate-Range Evaluation: Product Evaluation"; (c) "Long-Range Evaluation: Follow-Up Evaluation"; and (d) "Schematic of Student Evaluation Sequence." (PD)

ED 092 532 95 SP 008 124

Korb, A. W. Callahan, Joseph P.

An Interim Report of the EPDA, Part F, Performance-Based Education Project at Northern Montana College.

Northern Montana College, Havre.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Dec 73

Note—26p.

Available from—Performance-Based Education Project, Northern Montana College, Havre, Montana 59501 (No price quoted)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Change Strategies, *Educational Change, *Educational Objectives, *Institutional Research, Performance Based Teacher Education, Performance Criteria, *Performance Specifications, *Post Secondary Education

This interim report concerns initial accomplishments of objectives designed for a projected 5-year performance-based education project. This project is unique in that it is designed to encompass more than the teacher education division in conversion to a competency/performance-based approach to postsecondary education. Detailed objectives for the first year of the project are reported, with accomplishments as of this interim report. Included are examples of: (a) how each objective was accomplished and indications of future directions; (b) discussion of the approach used to convert to performance-based criteria; and (c) organization of the various advisory committees used for the project. Constraints, problems, and accomplishments are included in the summary. The appendix presents information on the initial efforts to develop a module for the student teaching practicum. (Author)

ED 092 533 SP 008 125

Schwartz, Henrietta

The Ford Training and Placement Program. Progress Report.

Chicago Univ., Ill. Graduate School of Education.

Pub Date Dec 73

Note—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*College School Cooperation, *Educational Improvement, Effective Teaching, *Inservice Teacher Education, Preservice Education, *School Cadres, *Teacher Education

Identifiers—*Ford Training and Placement Program, FTTP

The Ford Training and Placement Program (FTTP) is a collaborative effort of the University of Chicago, the Chicago Public Schools, and the communities which the schools serve. The model assumes that (a) each school is a unique system characterized by institutional role sets and personalities with individual needs and (b) universities cannot prepare teachers for any school without the active participation of the professionals in the field and members of the community. The implications of these assumptions are that school staffs should be trained as a group before entering the school and that this training must be a collaborative effort on the part of the university, the public schools, and the community. FTTP worked with 13 cadres in 13 different school communities; developed, evaluated, and corrected five different district summer training programs; trained 314 teachers who were degree students; and provided in-service training on an ongoing basis for approximately 2,500 educators in the Chicago Public Schools. The program has produced curriculum materials, audiovisual materials, literature describing the project, research reports and articles in professional journals, and program replications in the United States and abroad. The project will produce a monograph detailing the experiment and has produced a cadre of about 50 staff members who will assist other institutions to train professionals to deal with urban educational problems. (HMD)

ED 092 534 95 SP 008 126

Greenberg, David H. McCall, John J.

Analysis of the Educational Personnel System:

VII. Teacher Mobility in Michigan.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Report No—R-1343-HEW

Pub Date Feb 74

Contract—OEC-0-71-2533(099)

Note—86p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Faculty Mobility, Faculty Promotion, *School Personnel, *State Surveys, Statistical Analysis, Teacher Placement, Teacher Salaries

Identifiers—Michigan

This report applies a human capital/internal labor market theory of teacher mobility to school

districts in the state of Michigan. Previously, this theoretical framework was used to explain teacher mobility within a single school district, the San Diego school system. The report is divided into four sections. Section I, the Introduction, presents a summary of the theoretical framework of the study, a summary of results for San Diego, and a description of the study of the Michigan personnel system. Section II, "Mobility in a State Educational Personnel System," discusses results of the Michigan study. Section III, "Determinants of Teacher Mobility within a State Educational Personnel System," is divided into the following subsections: terminations and moves between districts; the returns to interdistrict transfers; tradeoffs between salaries and district characteristics; moves to administrative and special teaching positions. Section IV presents conclusions drawn from the Michigan study. The appendixes are Supplemental Statistical Results; Determinants of Teachers' Salaries; and Michigan Educational Data. Supportive tables are included throughout the text. (JA)

ED 092 535 95 SP 008 127

Lewis, Pam Bruce, William C.

The Effects of Cross-Age Teaching Experiences in Language Achievement, Self Concept, and School Sentiment of Eleventh Graders Who Teach Language Arts to Fourth Graders. Final Report.

Bacon County Board of Education, Alma, Ga. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-2203

Pub Date May 74

Grant—NE-G-00-3-0183

Note—23p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cross Age Teaching, Grade 11, Language Ability, *Language Skills, *Self Concept, *Student Attitudes, Student Participation, Tutoring

The purpose of this study was to determine the effects of cross-age teaching experiences on the language achievement, self-concept, and school sentiment of eleventh graders who were identified as low achievers in language. Sixty eleventh-grade students were selected on the basis of language scores on the California Achievement Test and randomly assigned to one experimental and two control groups (Control I and Control II). Experimental and Control I students received three week's training in language arts and teaching techniques. Experimental subjects tutored fourth-grade students in language arts for nine weeks, and Control I returned to their regular classes. Control II students did not receive training nor did they tutor. The three groups were pre- and post-tested on the language section of the California Achievement Test, Piers-Harris Children's Self Concept Scale, and the School Interest Inventory. Results of an analysis of covariance, using pretest scores as covariate, while not significant, showed interesting trends in the areas of self-concept and school sentiment. Tutors were found to be valuable assets in the classroom and represented a viable addition to the existing curriculum. (Author)

ED 092 536 SP 008 128

Darcy, C. Michael And Others

Papers on Collaboration and Teacher Preparation.

New York State Education Dept., Albany, Div. of

Teacher Education and Certification; State Univ. of New York, Albany.

Pub Date [74]

Note—54p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Consortia, *Cooperative Planning, *Governance, Performance Based Teacher Education, Problems, *Teacher Education

This document is a collection of three papers prepared as a result of a mandate for a collaborative approach in preparing professionals for the public schools in New York State. In "Working through a Consortium," C. Michael Darcy, writing on the assumption that the consortium is the most desirable future state for the governance of teacher education, discusses some problems involved, organizational structure, and some affirmatives for using a consortium for solving governance problems. In "Consortia: Striving toward a Unified Profession," Robert E. Gabreys discusses the rationale for consortia, basic con-

cerns in making consortia operational, and an effort to establish a consortium involving Syracuse University. "Collaboration: It's Worth All the Pain!" by Mary Mann includes a discussion on setting the stage for consortia, problems of collaborative decision making in education consortia, collaboration in performance-based teacher education, and guidelines. Two appendixes and a bibliography for shared decision making are included. (PD)

ED 092 537 SP 008 129

Johnson, Charles E.

Implementing Competency Based Teacher Education.

Pub Date Feb 74

Note—32p.; Speech delivered at the Office of Education Region X, Career Opportunities Program, Competency Based Teacher Education Conference (Boise, Idaho, February 27-28, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Governance, Grading, Humanization, *Performance Based Teacher Education, *Performance Criteria, Problems, Program Coordination, *Program Development, Teacher Education, Teacher Programs

Identifiers—University of Georgia

This document is a speech on the problems and issues involved in implementing a competency-based teacher education program as they were experienced at the University of Georgia. The author details the two initial phases of implementation which began in 1968: (a) individualizing the existing professional subject matter program for preservice preparation and extending the period of field experiences and (b) identifying teacher competencies. The author feels that many problems were experienced because of a failure to establish a common conceptual understanding of the term "competency." The author distinguishes between "technical teaching competencies," which are skill-like competencies essential to professional performance, and "professional teaching competencies," which are complex professional behaviors that no two people ever perform the same. The author adds, however, that he and his colleagues place "personal attributes" ahead of teaching competencies. The author discusses the present organization for instruction at the University of Georgia and other practical concerns during implementation, including modules, grading, and governance. (JA)

ED 092 538 95 SP 008 130

Johnson, Charles E. And Others

A Meaning for Competency.

Georgia Univ., Athens. Coll. of Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Jun 74

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Definitions, Performance, *Performance Based Teacher Education, Performance Criteria

Identifiers—Competence, *Competency Factors

This paper, in an attempt to develop a meaning for the term "competency" as it relates to education, begins with a brief review of the literature of competency. The authors then offer their definition: a competency is a rational performance which satisfactorily meets the objectives for a desired condition and can be categorized as (a) basic, or essential to the preservation of life; (b) common, possessed "in common" by a social group; (c) technical, generally associated with a job or hobby; or (d) professional, which involves responsibility for decision making. A teaching competency can be divided into several components: (a) the subject component, which refers to instructional objectives or the subject to be taught; (b) the professional component, which relates to the principles, strategies, and techniques used to meet the instructional objective; (c) the process component, which contains thought-processing elements that enable the accomplishment of a teaching competency; (d) the adjustment component, which refers to the individual's adaptation of his personal characteristics to the performance of the competency; (e) the attitudes component, which refers to the values and feelings necessary to the performance of a competency; and (f) the professional component, which refers to the observable

behavioral element of the performance associated with the teaching competency. (HMD)

ED 092 539 SP 008 131

Gettman, Larry R. Huckel, Jack R.
The Relationship among Leg Strength, Leg Power and Alpine Skiing Success.

Pub Date Apr 73

Note—11p.; Paper presented at the Annual Convention of the American Association for Health, Physical Education, and Recreation, Research Section (Minneapolis, Minnesota, April 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Athletic Activities, *Females, *Males, *Muscular Strength, *Performance, *Physical Characteristics

Identifiers—*Leg Strength, *Skiing

The purpose of this study was to relate leg strength and power to alpine skiing success as measured by FIS points. Isometric leg strength was represented by the knee extension test described by Clarke. Leg power was measured by the vertical jump test and the Margaria-Kalamen stair run. Results in the strength and power tests were correlated with the FIS points in three different alpine events (downhill, slalom, and giant slalom). Subjects consisted of 26 female and 28 male participants in a national junior alpine development camp. For the entire group, a significant correlation coefficient was observed between FIS points in the giant slalom event and total leg strength. For females, significant correlations were found between success in the giant slalom and leg strength, stair power, and vertical jump. For males, significant relationships were seen between vertical jump work and FIS points in the downhill and giant slalom event. (Supportive tables are included as appendices.) (Author/JA)

ED 092 540 SP 008 132

Borg, Walter R.

Field Test Report 1972-73: Utah State University Protocol Materials Project.

Utah State Univ., Logan.

Pub Date Feb 74

Note—18p.

Available from—Coordinator of Protocol Dissemination, Division of Educational Resources, University of South Florida, Tampa, Florida 33620 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Class Management, *Classroom Techniques, *Instructional Materials, *Performance Based Teacher Education, *Protocol Materials, *Teacher Education, *Teaching Skills

Identifiers—*Learning Modules

During the 1972-73 academic year, the Utah State University Protocol Project developed four self-instructional modules related to classroom management: (a) Group Alerting, (b) Learner Accountability, (c) Transitions, and (d) Withinness. Each module contains a student guide composed primarily of recognition lessons based upon printed classroom transcripts, a set of evaluation instruments, and a protocol film illustrating applications of the concept in classroom settings. The criterion for success for the project called for 80% of the final field test participants to attain at least 80% mastery on the two criterion measures included as part of each protocol module. Three field tests were made of each module except transitions, with revisions of the modules based on field test results. The results on the final field test indicated that an average of 93.5% of the learners had reached the criterion level of mastery on the eight criterion measures employed in the evaluation of the four modules. In addition to these performance measures, a student questionnaire was administered. Student perceptions of the protocol modules were generally favorable. Students rated the various elements in the protocol packages as satisfactory and regarded the protocol materials as superior to conventional education courses they had taken in terms of quality of educational content, relevance, and interest level. (This field test report contains 12 tables of data.) (Author)

ED 092 541 SP 008 133

Northern Suburban Special Recreation Association (NSSRA).

Northern Suburban Special Recreation Association, Highland Park, Ill.

Pub Date [73]

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Athletic Activities, *Athletics, *Clubs, *Cultural Activities, *Handicapped, *Handicapped Children, *Recreation, *Recreational Activities

This document is a description of the Northern Suburban Special Recreation Association (NSSRA) whose function is to provide recreation for the handicapped, primarily school-aged children. Recreation is defined as not just diversion but the restoration of strength and spirits after toil. It is stated that the NSSRA's programs are grouped to emphasize culture, environment, and sports. This document provides a description of the activities in each grouping. For culture, the following activities are listed: dance, music, arts and crafts, and creative drama. For environment, chess club, photography, science club, cooking clubs, and home economic club are listed. The following activities are listed for sports: bowling, tennis, horseback riding, roller skating, swimming, and yoga. Combinations of these various activities are also described: summer camp, teen club, and girls' friendship club. (JA)

ED 092 542 95 SP 008 134

Morrison, John H., Jr. And Others

Statistics and Epidemiology of Lead Poisoning (FY 72-L1).

Public Health Service (DHEW), Cincinnati, Ohio.

Report No.—FY-72-L1

Pub Date Feb 72

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Health, *Lead Poisoning, *Special Health Problems, *Statistical Analysis, *Statistical Studies

Identifiers—*Epidemiology

This report is the first in a quarterly series which will contain statistics and epidemiologic notes on lead poisoning at both the national and local levels. This report contains (a) statistics on childhood lead poisoning; (b) a status report on the Community Lead Poisoning Data System, which was designed to assist local lead control programs and to provide national data; (c) an overview of the epidemiology of childhood lead poisoning; and (d) a statistical study of patients with lead poisoning who were given short-term treatment at general hospitals in the United States. (HMD)

ED 092 543 95 SP 008 135

Food Is More Than Just Something To Eat.

Advertising Council, Inc., Washington, D.C.; Department of Agriculture, Washington, D.C.; Department of Health, Education, and Welfare, Washington, D.C.; Grocery Manufacturers of America, Inc., Washington, D.C.

Note—30p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Eating Habits, *Food, *Health, *Nutrition, *Nutrition Instruction

This booklet lists the major nutrients, discusses the role each plays in the body, and lists some of the foods that each nutrient can be found in. An explanation of the relationship between nutrients and energy, how the body gets the nutrients it needs from the diet, and the nutrients needed from before birth until the later years is included. A food guide lists the four basic categories with the daily requirements of each. Nutritional labeling and the value of processed foods are also discussed. (PD)

ED 092 544 95 SP 008 137

Olmsted, Lucia

Teacher Corps Teacher Education Materials

Bibliography: The Bambi Collection.

Kansas State Teachers Coll., Emporia.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Teacher Corps.

Pub Date May 72

Note—75p.; Materials gathered for the 7th Cycle Teacher Corps Role Group Conference (Washington, D.C., May 1972)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Bibliographic Citations, *Bibliographies, *Instructional Materials, *Resource Materials, *Teacher Education

Identifiers—*Teacher Corps

The materials in this bibliography are grouped into the following categories: (a) materials for training teachers; (b) materials for teaching chil-

dren; (c) teacher certification materials; (d) educational management materials; (e) materials relating to performance-based assessment; (f) materials relating to educating children with learning and behavioral problems in the regular classroom; (g) community-based education materials; (h) materials on team teaching, differentiated staffing, and team leaders; (i) materials relating to correctional education; (j) materials relating to education for native Americans; (k) overview materials on competency-based teacher education; (l) materials on the identification of teacher competencies; (m) ethnic studies materials; and (n) elementary teacher education models materials. The materials for training teachers are further divided into 16 categories including instructional skills and strategies, reading, science, instruction design, and media. The materials for teaching children include documents relating to instructional skills and strategies, language arts, mathematics, science, social studies, physical education, and industrial arts. (PD)

ED 092 545 SP 008 138

Sowder, Wilson T. And Others

Man to Man Talk about Women and Men. Monograph Series, Number 10.

Florida State Board of Health, Jacksonville.

Pub Date 66

Note—129p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Death, *Females, Individual Characteristics, *Males, Physical Health, *Sex (Characteristics), *Sex Differences

The phenomenon studied in this collection of essays is the increasing difference between male and female mortality. The following essays are included: (a) "Fragile Male: Durable or Protected Female?" by Wilson T. Sowder; (b) "Sex Differences in Attitudes toward Health and Related Behavior: A Summary of Four Florida Studies" by James O. Bond; (c) "Sickness and Sex: A Review of Morbidity Survey Data from the United States" by Bond; (d) "Sex Differences in Mortality" by Everett H. Williams, Jr. and others; (e) "Working for Death" by Edward L. Flemming, which considers psychic needs as a factor in increased male mortality; and (f) "From the Literature" by Sowder. Appendices include reprints of journal articles by the authors of essays in this collection, a list of tables in the text, and a list of figures in the text. (JA)

ED 092 546 SP 008 139

McGee, Rosemary Drews, Fred

Proficiency Testing for Physical Education.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 74

Note—71p.

Available from—American Association for Health, Physical Education, and Recreation,

1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Athletic Activities, *Athletics,

*Equivalency Tests, Guidelines, *Performance

Criteria, *Physical Education

Identifiers—*Proficiency Testing

This document is a manual that presents the supporting concepts and developmental procedures for implementing proficiency testing programs in physical education. The term "proficiency test" is defined as a test administered to a student upon his request to determine whether he meets a predetermined standard of performance and knowledge in a specific sport or physical education activity. Proficiency tests may be used (a) to establish exemption from a course that is generally required, (b) to place a student at a particular level of performance, or (c) to assist in the determination of a grade or evaluation. Under the main section, "Procedures and Policies," this document presents a discussion of the following aspects of the topic: organization of the faculty, administration of a proficiency testing program, role of the students, selection of proficiency measures, and evaluation. A bibliography is included. The appendices are as follows: (a) "Partial List of Colleges and Universities Having Experience with Proficiency Testing Programs," (b) "Sample Forms and Notices," (c) "Sample Test Packages," and (d) "Sample Knowledge Tests." (JA)

ED 092 547 95 SP 008 140

Craig, Timothy T., Ed.

Current Sports: Medicine Issues. Annual Safety Education Review--1973.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. of Safety Education.

Pub Date 74

Note--89p.; Proceedings of the National Sports Safety Congress (Cincinnati, Ohio, February 15-17, 1973)

Available from--American Association for Health, Physical Education, and Recreation, Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 244-25460, No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors--*Athletes, Athletic Coaches, *Athletics, Curriculum, Injuries, Physicians, *Safety, Safety Equipment, Womens Athletics

This document is a collection of papers whose theme is sports safety. Section one, "Government Interest in Sports Safety," includes an article on Washington, D.C.'s focus on sports safety. Section two, "Medical Aspects of Safety in Sports," includes articles regarding the medical basis of restriction from athletics, orthopaedic restrictions, and neurological concerns in contact sports. Section three, "Product Safety," includes articles on the progress of the National Operating Committee on Standards for Athletic Equipment, obstacles in setting product testing standards, and the purchaser's dilemma. Section four, "Educational Standards in Sports Medicine," includes articles relating to the education of sports physicians and to certified curriculum in athletic training. Section five, "Athletic Injury Report," includes an article on reporting sports injuries. Section six, "The Female Athlete," includes articles on the nature and incidence of traumatic injury to women in sports and on safeguards and injury controls for the female athlete. Section seven, "Legal Considerations in Athletic Programs," includes articles on school and coach responsibilities in athletics and on the rights and responsibilities of team physicians. Section eight, "Supervision of Sports Programs," includes articles on safety in interscholastic athletic programs and on community involvement in athletic safety. (IPD)

ED 092 548 95 SP 008 141

Smith, Lowell W.

Model Teacher - School Dental Hygiene Program. Houston Univ., Tex.

Spons Agency--Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Dental Health.

Pub Date Dec 73

Note--16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors--Dental Evaluation, *Dental Health, Elementary School Students, Health, *Health Education, Hygiene, *Summative Evaluation Identifiers--*Toothkeeper Program

The purpose of this study, which was carried out during the 1972-73 school year at three parochial schools in the Houston area, was to determine the effectiveness of the Toothkeeper Program, a multimedia program of oral hygiene training carefully developed and packaged to establish effective long-term dental hygiene practice. The study population consisted of students in the first through sixth grades. Entire classes were designated as control or experimental subjects. The teachers of the experimental classes participated in a 3-hour workshop in the use of the Toothkeeper Program presented by the manufacturer of the product. The program was then carried out for a period of 16 weeks. The effectiveness of the program was evaluated through two clinical assessments of oral health and a questionnaire. A review of the clinical data (mean gingivitis and mean plaque scores) and photographic data indicates conclusively that the participants in the program did not show improved oral health and tooth cleanliness as compared with the participants who were not in the program. The program was apparently ineffective even for the short term. (HMD)

ED 092 549 95 SP 008 142

Hawkins, Donald E. Berhoven, Peter J.

Utilization of Disadvantaged Workers in Public Park and Recreation Services.

American Association for Health, Physical Education, and Recreation, Washington, D.C.; National Recreation and Park Association, Washington, D.C.

Spons Agency--Manpower Administration (DOL), Washington, D.C.

Pub Date 74

Note--139p.

Available from--American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors--*Disadvantaged Groups, *Non-professional Personnel, *Parks, *Recreational Facilities

This study analyzes data to formulate researchable questions regarding the utilization of disadvantaged persons in entry-level and paraprofessional park and recreation job opportunities provided through U.S. Department of Labor programs. Data are comprised of the following components: (a) assessment of the state-of-the-art, (b) field investigations coordinated in five cities, and (c) a national survey. Findings reveal parks and recreation jobs hold a high potential for utilizing the disadvantaged. Parks and recreation administrators are faced with the same problems encountered by other fields, although the problems are more serious due to inequalities in managing and developing staff. General recommendations include the following: (a) evaluate and improve existing recreation services, (b) meet quantitative manpower needs, (c) develop extensive training programs for persons seeking employment at entry and paraprofessional levels, and (d) undertake an intensive recruitment campaign to attract disadvantaged high school and beginning college students. Specific recommendations are offered for local park and recreation agencies, manpower administrators, and the Department of Labor. Researchable questions that are identified include those concerning reconceptualizing the term "disadvantaged," utilizing handicapped workers, and disseminating manpower research and experimentation data. (Five appendices are included.) (PD)

ED 092 550 SP 008 143

Hoepner, Barbara J., Ed.

Women's Athletics: Coping with Controversy.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 74

Note--120p.; Selected papers from the National Convention of the American Association for Health, Physical Education, and Recreation (Minneapolis, Minnesota, 1973)

Available from--AAHPER Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.25 ea., 10 or more copies, 20% discount)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors--Athletic Activities, Athletic Coaches, *Athletics, *Feminism, *Intercollegiate Programs, *Womens Athletics

This book is a collection of papers discussing controversial topics in women's athletics. Section one, "Overview--Women's Rights," includes articles on women's rights and equal opportunities in sports, the emergence of women in sports, and significant events in a century of American women's sports. Section two, "Women's Intercollegiate Athletics--Past, Present, Future," includes articles on the development of programs and on future directions and issues. Section three, "The Olympic Games," includes articles that discuss past Olympic meets and look forward to the games in Montreal. Section four, "Women in Athletics," includes articles on masculine obsession in sports, the full court press for women in athletics, and the environmental effect on women in athletics. Section five, "Welfare of Women in Sports," includes articles on anxiety levels experienced by women in competition, sociological aspects of women in sports, and women athletic trainers. (PD)

ED 092 551 SP 008 144

Carter, Howard W. Webber, Irving L.

The Aged and Chronic Disease: Research in a Local Health Department. Monograph Series, Number 9.

Florida State Board of Health, Jacksonville.

Spons Agency--National Heart Inst. (NIH), Bethesda, Md.; Pinellas County Health Dept., Clearwater, Fla.; Public Health Service (DHEW), Washington, D.C. Bureau of State Services.

Pub Date 66

Note--272p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors--Behavior, Diseases, *Health, Health Services, Individual Needs, *Older Adults, *Physical Health, Research, Senior Citizens, Surveys

This report presents information regarding the methods and results of a research and program development project dealing with the health of the elderly, with particular attention to chronic illness. The general purposes are to delineate the needs of the aged within the population of a retirement area, to plan and initiate programs of service to satisfy the important needs met through the community endeavors, and to measure the degree of effectiveness of the new or modified programs in reaching their goals. The introductory chapter identifies the problems and objectives of the study. Chapter 2 describes the area in which the study was conducted, its people, and its health resources. Chapters 3 through 7 describe the methods and results of a field investigation of certain health and behavioral characteristics of the population of the county aged 65 and over. Chapter 8 reports supplementary studies of indicated community health services that required more precise knowledge for planning and initiation. Chapter 9 relates in some detail the steps taken to bring research findings to the community and to apply them to program development. Chapter 10 discusses the benefits and problems of research in the local health department in the light of the authors' experience. Finally, chapter 11 summarizes the principal findings. (Author/JA)

ED 092 552 SP 008 145

Swimming and Water Safety. Grades K-12. Curriculum Bulletin No. 12, 1967-68.

New York City Board of Education, Brooklyn, N.Y.

Pub Date 68

Note--72p.

Available from--Auditor, Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors--*Administration, *Handicapped, Instruction, *Instructional Programs, Safety, *Safety Education, Skill Development, *Swimming, Swimming Pools

This bulletin, designed to help upgrade swimming and water safety instruction in schools, is divided into nine sections. The introductory section includes values of swimming and water safety instruction, and the scope and objectives of the program. Section two, "Organization and Administration," discusses the roles of administrators, supervisors, teachers, and swim leaders; pool operation; medical excuses; precession inspection of the pool; routine and emergency procedures; and programs in schools without pools. Section three, "Scope and Sequence," presents a summary of American Red Cross swimming courses and includes suggestions for the teacher and a discussion on developing skills. Section four, "Swimming Instruction for the Handicapped," includes a discussion of goals in the program and some considerations for teaching the handicapped. Section five, "Intramural Program: Girls," includes a discussion of water activities such as games, water safety aid courses, swimming meets, and synchronized swimming. Section six, "Interscholastics Program: Boys," discusses scope, coaching, facilities, the competitive swimming season, and dual swimming meets. Section seven, "Suggestions for Supervision," includes discussions on aim, motivation, warmup, class management, and review and drill. Section eight, "Evaluation of Program," discusses achievement standards. Section nine, "Appendix," includes sources of audiovisual materials, a list of equipment and supplies, and regulations. A 30-item bibliography is included. (PD)

ED 092 553 SP 008 146

Bury, Richard L. *Fillmore, Edgar C. Motorcycle Area Design and Location: Impacts on the Recreational Experiences of Riders and Nonriders.*

Spons Agency—American Motorcycle Association, Westerville, Ohio.; Motorcycle Industry Council, Washington, D.C.; Tennessee Valley Authority, Knoxville; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Pub Date Feb 74

Note—9p.; Paper presented at the Annual Meeting of the Rural Sociology Section, Southern Association of Agricultural Scientists (Memphis, Tennessee, February 4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Attitudes, *Motor Vehicles, *Park Design, Traffic Control

Identifiers—*Motorcycles, Riding Areas

This study analyzes some of the psychological and sociological effects of constructing motorcycle riding areas adjacent to fixed-site compounds. Findings include rider and camper profiles, self- and camper-perceptions of riders, and preferences and satisfactions of campers and riders concerning the proximity and design of riding areas. Conclusions are derived and recommendations are presented for motorcycle area design, management of cycle areas, and the motorcycle industry. (Author)

ED 092 554 SP 008 149

Rollins, Howard *And Others*

Project Success Environment: A Practical Program for Implementing Behavior Modification in Urban Elementary Schools.

Pub Date 74

Note—50p.; An experimental session delivered at the National Convention of the American Educational Research Association (Chicago, Illinois, February 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Behavior Change, *Inservice Teacher Education, Models, Program Costs, *Program Effectiveness, Teacher Education, *Urban Schools

The results of a 3-year project that developed a practical program for the wide-scale implementation of behavior modification in urban schools are presented in this paper. The major outcomes of the project were (a) a practical, cost-effective behavior modification program that reduces discipline problems, increases student motivation, and accelerates academic achievement; (b) an effective and low-cost teacher training system in the utilization of behavior modification techniques; and (c) a model for exporting the program that is cost effective and that provides the consumer school with the capability to train, support, and monitor the program with minimum outside assistance. Section one of the paper describes the operation of the behavior modification program in 20 schools in Atlanta, Georgia and includes data on its programmatic and economic effectiveness. The second section describes the procedures used to train the teachers involved in the project. The final section is a discussion of the role of the school principal in the school-wide implementation of behavior modification. (Author/HMD)

ED 092 555 SP 008 150

The Training and Career Structures of Educational Researchers. Report of the Working Party of the Educational Research Committee.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 74

Note—97p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Educational Research, *Educational Researchers, Foreign Countries, *Professional Training, Research Skills, Teacher Education

Identifiers—*Europe

This report of the Committee for Educational Research of the Council of Europe consists of five parts. The first section is a presentation of the conclusions and recommendations of a working group of the committee on the training and career structures of educational researchers. The second part is a general overview of status of training of educational researchers by the chairman of the working group. Section three presents

a study and alternative proposals on the introduction of educational research into the training of teachers. In the fourth part of the report, proposals are made for cooperation among European nations in the training of educational researchers. The last part of the report is a synopsis of the comments by various European educational researchers on the conclusions and recommendations of the working group. (HMD)

ED 092 556 SP 008 151

Frankel, Edward

Evaluation of Lehman College Undergraduate Education Program by Teacher Alumni.

City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll. Office of Educational Research.

Report No—R-74-7

Pub Date Jun 74

Note—91p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Beginning Teachers, Methods Courses, *Participant Satisfaction, Practicums, *Preservice Education, *Program Evaluation, Student Teaching, Teacher Education

In an evaluation of the undergraduate education sequence conducted during the spring 1973 semester, data were obtained by means of a six-page questionnaire sent to a sample of 800 teachers who had graduated from Lehman College since 1968 and who were teaching in public schools located in the New York City area. The survey instrument provided for rating of the undergraduate education sequence, pre-student teaching field experiences, student teaching experience, and overall competency development by means of six-point scales and, in the case of some experiences, a six-point frequency scale. In general, respondents felt that foundation courses had little or no value. Methods and elective courses were also criticized for being irrelevant and not applicable to classroom practice. The majority of respondents suggested an expansion of the field experience program, more actual participation in the schools, and greater involvement with classroom teachers and students. Respondents felt that more time was necessary for the development of competencies required for classroom teaching and that toward this end student teaching should be expanded to two semesters. It is recommended that (a) a concentration in elementary education be established; (b) students be engaged in an introductory education experience as early as possible; (c) the field experience program be broadened and enhanced at all levels; (d) that 5- and 6-year specialist training programs be developed; and (e) training programs be separated into early childhood, elementary, middle, and secondary level. (HMD)

ED 092 557 40 SP 008 152

A Bibliography of Surveys in Physical Education and Recreation Programs for Impaired, Disabled, and Handicapped Persons.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Oct 73

Grant—OEG-0-72-5454-233563

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Bibliographies, *Handicapped, *Physical Education, Physically Handicapped, *Recreation, *Surveys

This 114-item bibliography of surveys is limited to program status-surveys of opportunities available, populations served, participation, problems, and needs of handicapped persons. None of the citations focus on activities, methods, facilities, philosophy, or other specific program areas as such. Places to obtain additional information are listed. The bibliography is divided into three sections which are arranged alphabetically by author: (1) general surveys, (2) professional preparation surveys, and (3) addendum. Also included is a topic index which refers to the citations in the bibliography by number. (JA)

ED 092 558 SP 008 153

Lama, Jerry
Veneral Disease Education.

Pub Date Mar 73

Note—10p.; For presentation to the Annual Meeting of the North Central Association,

Palmer House (Chicago, Illinois, March 28, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Communicable Diseases, Guidelines, *Health Education, Research, *Veneral Diseases

This speech on venereal disease education uses as its focus this quotation from George Santayana, "Those who cannot remember the past are doomed to repeat it." The author presents a brief history of venereal disease education and statistics on the present rate of venereal disease. He concludes that past research and experience indicate that effective venereal disease education must be functional and practical. The following steps for practical venereal disease education are outlined and discussed: (a) the first step—preventive measures; (b) the recognition of signs and symptoms; (c) adequate medical care for VD, which requires adequate training by physicians in sexually transmitted infections; (d) the availability of addresses, hours, and procedures for adequate care; (e) casefinding, in which a detailed explanation to the patient for the reasons for and process of confidential casefinding is essential; and (f) emphasis on the fact that venereal disease can happen to anyone with one or more sex partners. (JA)

ED 092 559 SP 008 157

Na Ala Hele (Trails for Walking).

Hawaii State Dept. of Land and Natural Resources, Honolulu.; Hawaii State Dept. of Planning and Economic Development, Honolulu.

Pub Date Mar 73

Note—95p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Administration, *Demonstration Projects, Interagency Cooperation, *Interagency Coordination, Parks, Recreation, *Recreational Facilities, *Trails

Identifiers—Hawaii, *Hiking

This proposal for the development of a system of administering hiking trails in the state of Hawaii when such trails would involve various public and private jurisdictions emphasizes three elements: (a) proposing means of administration involving multiple jurisdictions; (b) demonstrating by means of a proposed project on the west coast of the Big Island how such a trail administration would work and the benefits anticipated from it; and (c) showing how such a cooperative trails management system involving federal, state, county, and private agencies and individuals can lead to many benefits for all involved and for improved government-citizen management of Hawaii's basic natural resources. The basic concept underlying the proposal is that facilities which are functionally related should be administratively related as well. The concept involves the use of public rights-of-way across private land to connect existing and planned facilities such as parks into a coordinated administrative unit. The concept provides access and increased use without the burden of large fee purchases. The proposal itself consists of (a) an introduction that discusses the setting for the proposed demonstration project and the state and county policy framework; (b) an outline of the demonstration project; (c) a discussion of the administration of the trails system; (d) a survey of the demonstration project area including a general shoreline survey, coastal geology, coastal ponds, botanical resources, observed wildlife, places of historical, archaeological, and legendary interests; and (e) bibliographies. (Author/HMD)

ED 092 560 SP 008 158

Astrand, Per-Olof

Sport for All, Exercise and Health.

Council for Cultural Cooperation, Strasbourg (France); Council of Europe, Strasbourg (France).

Pub Date 69

Note—36p.

Available from—Council for Cultural Co-operation, Council of Europe, Strasbourg, France (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Athletic Activities, *Dietetics, *Exercise (Physiology), Muscular Strength, *Physical Fitness, *Physiology, Training

This booklet is divided into seven sections that include the following topics: (a) physical performance, (b) adaptation to inactivity and activity, (c) physiological and medical motives for regular physical activity, (d) training, (e) physical fitness for everyday life, and (f) testing physical fitness and condition. Section one discusses energy output, neuro-muscular function, psychological factors, and age and sex. Section two discusses the changes in our bodies in adjusting to inactivity. Section three discusses cardio-vascular diseases, obesity, diet and choice of calories, hot environment and water balance, diseases and troubles of the back, joints, and posture. Section four includes the four principles of training, and a discussion of a simple training ground, and equipment. Section five discusses active recreation. Section six describes how the bicycle ergometer measures performed external work. The summary describes the responsibility of government and society for creating recreational areas and lists five points to remember. The author concludes that neglect of regular physical activity during adolescence cannot fully be compensated for later in life and that young people should acquire knowledge and experience of activities suitable for their future in school. These activities should include running, cycling, swimming, and skiing rather than the more organized team sports. A 49-item bibliography is included. (PD)

ED 092 561 **SP 008 159**
Sport for All. Low Cost Sports Halls.
Council for Cultural Cooperation, Strasbourg
(France); Council of Europe, Strasbourg
(France).
Pub Date 72

Note—70p.
Available from—Council for Cultural Co-operation, Council of Europe, Strasbourg, France (\$4.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Athletic Activities, Athletic Fields, *Athletics, *Facility Guidelines, *Facility Planning, Facility Requirements
Identifiers—*Sports Halls

This report of the conference on low-cost sports halls, sponsored by the Council of Europe, is divided into two sections: technical studies and conclusions. The introduction to the report provides an overview of the long-term program of the Council of Europe with regard to sport for all and a discussion of multipurpose sports halls. Sociocultural, technical, and economic aspects are considered in section I, "Technical Studies." Under sociocultural aspects, the functions of sports halls in society and the use of sports halls by persons who are not members of sports organizations are discussed. The technical aspects of sports halls which are treated include measurements, lighting systems, environmental conditions, acoustics, and floor materials. Economical building methods and management models are also considered in this section of the report. Section II includes the conclusions of the conference and an assessment of the conference. (HMD)

ED 092 562 **SP 008 165**
O'Rourke, Thomas W. Martin, Gary L.

The Relationship between the Perceived Threat of Various Substances to Patterns of Non-Usage Behavior—Implications for Health Education.

Pub Date [73]
Note—10p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation (1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Attitudes, Behavior, Drug Abuse, *Drug Education, *Health

The purpose of this investigation was to determine the relationship between the perceived health threat of various substances and the non-usage of such substances. It was hypothesized that non-usage behavior is related to the perceived health threat of a substance upon the individual. Specifically, non-usage increases as the perceived threat increases. To test the relationship, a mail questionnaire survey of a random sample of the University of Nebraska student body was conducted. Subjects were asked to estimate the perceived health threat to them of a number of health substances ranging from milk to heroin using a five-point scale for each substance. The mean score for each was calculated and a

rank order developed. A rank order correlation was then calculated to assess the degree of relationship between the perceived health threat and the pattern of non-usage. A significant relationship in a positive direction was found between perceived threat and non-usage. This finding seems to indicate that the greater the perceived threat, the greater the non-usage behavior for a particular substance. The result suggests that drug education programs which focus on efforts toward increasing the perceived health threat of a particular substance might enhance the possibilities of discontinued usage or continuation of non-usage patterns of such substances. (Author)

ED 092 563 **SP 008 167**
Poisoning and Intoxication by Trace Elements in Children. An Abstract Review of the Worldwide Medical Literature 1966-1971.

Public Health Service (DHEW), Washington, D.C. Bureau of Community Environmental Management.

Report No.—DHEW-HSM-73-10005
Pub Date 73

Note—104p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No price quoted)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Abstracts, Accidents, *Annotated Bibliographies, Clinical Diagnosis, *Health, Lead Poisoning, *Medical Case Histories, *Physiology, Safety

Identifiers—*Poisons
This annotated bibliography of 247 entries is divided into the following categories: (a) general aspects and reviews; (b) sources of poisoning, epidemiology, and pica studies; (c) clinicopathological studies; (d) diagnosis and screening; (e) laboratory methods; and (f) treatment and prevention. A subject and author index is included. (PD)

ED 092 564 **SP 008 169**
Corrective Physical Education. Revised Edition.
Wilmington Public Schools, Del.

Pub Date 68

Note—44p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Exercise (Physiology), *Guides, Human Body, *Human Posture, Physical Activities, *Physical Characteristics

This guide, prepared to assist students who have postural and other remedial defects, is divided into four sections. Section one outlines the organization and administration of a remedial physical education program and gives information concerning the administration of alignment tests and corrections. Section two discusses anteroposterior deviations of the cervical region and illustrates 11 basic corrective exercises. Section three describes deviations of the dorsal and lumbar regions of the spine and gives some common causes for these defects. Thirteen corrective exercises are illustrated. Section four discusses the deviations of the legs and feet and illustrates 10 exercises. Eight points to remember are presented. A glossary of related terms and a two-page bibliography are included. (PD)

TM

ED 092 565 **TM 003 667**

Alderman, Donald L.
Planning for the Evaluation of the PLATO and TICCIT Computer-Based Instructional Systems: The Comparison of Performance for Community College Students.

Pub Date [Apr 74]

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, *Community Colleges, Comparative Analysis, *Computer Assisted Instruction, Conventional Instruction, Educational Improvement, Educational Innovation, Educational Needs, *Evaluation Methods, Instructional Technology, *Program Effectiveness, Program Evaluation

Identifiers—PLATO, Programed Logic for Automatic Operations, TICCIT, Time Shared Interactive Computer

Plans for the evaluation of the Time Shared Interactive Computer-Controlled Information Television System (TICCIT) and Programed Logic for Automatic Operations (PLATO) are discussed. These projects represent attempts to implement innovative curricular systems and to demonstrate the effectiveness of computer assisted instruction. Plans for the evaluation of PLATO and TICCIT emphasize the measurement of student achievement to reflect program accomplishments. The evaluation of the systems will be in the form of a comparative field study concerned with the educational impact of TICCIT and PLATO. Results from instruction with the computer curricular materials will be compared with the results from conventional instruction. (Author/BB)

ED 092 566 **TM 003 668**

Kohr, Richard L.
A Longitudinal Study of Self Concept From Grade 5 to Grade 9.

Pub Date [Apr 74]

Note—27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Academic Achievement, Elementary School Students, Junior High School Students, *Longitudinal Studies, *Self Esteem, *Sex Differences, *Socioeconomic Status, Testing, Test Reliability

Identifiers—Coopersmith Self Esteem Inventory, Pennsylvania Educational Quality Assessment

This study examined five subscales of the Pennsylvania Educational Quality Assessment self-concept scale, composed largely of items from the Coopersmith Self Esteem Inventory, in terms of socioeconomic status (SES) and sex differences in internal consistency, stability, across time changes in means, and relationship with achievement. In general, internal consistency increased with SES and with grade level. Stability also tended to increase with SES. Results of repeated measures Analysis of Variance revealed significant SES and Time main effects with means increasing linearly with increases in SES and with time. Low positive relationships were found between self-concept and achievement with little difference between SES or sex. (Author)

ED 092 567 **TM 003 669**

Bale, Richard N.
Program Evaluation: Who Should Do It?

Pub Date [73]

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrative Personnel, Clinics, *Drug Abuse, Evaluation, Evaluation Techniques, Followup Studies, Hospital Personnel, Professional Personnel, *Program Evaluation, Researchers

A central question to evaluative research at all levels is, Who should do it? In evaluating drug abuse programs three groups might be involved: treatment personnel, administrative or research personnel, and outside research professionals. This paper presents some advantages and disadvantages to the involvement of each of these groups within the context of five core dimensions: design bias, response bias, trust and access, expertise, and experimental control. At the Veterans Administration Hospital in Palo Alto, California, a team with representatives from each of three personnel groups is evaluating the drug abuse treatment programs. We believe this model allows us to maximize the advantages and minimize the disadvantages of each group's involvement in evaluative research. (Author/MLP)

ED 092 568 **95** **TM 003 670**

Holland, John L.
The Use and Evaluation of Interest Inventories and Simulations.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-167

Pub Date Jan 74

Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Evaluation, *Improvement, *Interest Tests, Occupational Guidance, *Sex Discrimination, Simulation, *Test Bias, Test Validity

This paper provides a general perspective for evaluating interest inventories and simulations and outlines some activities to stimulate the development of more useful inventories. Previous evaluations have been primarily instrument-specific; have relied generally on opinion rather than evidence; and have focused only on possible sex, age, race, or social class biases. Possible sex bias, especially, has received much attention. The scientific evidence examined, however, suggests that interest inventories lack sex bias, and that a strategy of seeking to improve inventory effects for everyone will be more productive than focusing on specific biases. (Author)

ED 092 569 TM 003 671

Burgess, Clifford T., Jr. Allen, Jack
A Multivariate Statistical Analysis of Student Opinion Questionnaires Concerning Teaching Effectiveness at the Naval Postgraduate School. Naval Postgraduate School, Monterey, Calif. Report No.—AD-769-828

Pub Date [Sep 73]
Note—89p.; Master's Thesis, Naval Postgraduate School, Monterey, California
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-769 828, MF-\$1.45, HC-\$6.50)

Document Not Available from EDRS.

Descriptors—*Cluster Analysis, Discriminant Analysis, *Effective Teaching, Factor Analysis, *Questionnaires, *Student Opinion, Teacher Evaluation, Teaching Quality, Test Reliability, Test Validity

Identifiers—Naval Postgraduate School

The thesis investigates the characteristics of effective teaching as perceived by students at the Naval Postgraduate School. Principal components factor analysis is used to extract the characteristics from observations on an 86 variable questionnaire form designed by Hildebrand and Wilson. The characteristics are then used as a basis for a short form questionnaire. Cluster and discriminant analysis are used to find teaching patterns or styles based on seven characteristics. Ranking schemes for evaluated instructors are also discussed. (NTIS)

ED 092 570 TM 003 672

Balthazar, Earl E.
Balthazar Scales of Adaptive Behavior: II. Scales of Social Adaptation.

Pub Date Oct 73
Note—45p.; For related documents, see ED 069 717-720

Available from—Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306 (Specimen Set \$5.00, 15% mailing charge)

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Behavior Rating Scales, Check Lists, Data Collection, *Emotionally Disturbed, Evaluation Techniques, Manuals, *Mentally Handicapped, Mental Retardation, Observation, Professional Personnel, Program Development, Program Evaluation, Scoring, Social Adjustment, *Social Behavior, Subprofessionals

The Balthazar Scales of Adaptive Behavior II (BSAB-II) provides a system for program development and evaluation and for social behavior assessment of profoundly and severely mentally retarded individuals as well as of the younger less retarded and emotionally disturbed individuals. The specimen set consists of six parts: a Manual, a Tally Sheet and Scoring Summary Sheet, optional forms such as a Ward Supervisor and Staff Information Sheet, a Program Information Sheet, and a Pre-Baseline Information Sheet. Eight social scale categories are included as well as 19 separate scales including a checklist and 72 subscale items. A description of the behaviors observed at a given time in a specific residential population (not to be considered a normative table) is included. Among those measured are autistic and severely emotionally disturbed individuals. Play behaviors, response to instructions, verbal communication, adaptive and nonadaptive behaviors are measured as well. The BSAB-II is the result of a factor analysis of social coping behaviors observed in other studies (1964-1972). Several paradigms are included to serve as models for program evaluation and assessment. The scales may be administered by professional

individuals or by technicians who are supervised by professionals. (Author/MLP)

ED 092 571 TM 003 673

Gaines, W. George

What Focus in the Measurement of Teaching Competency?

Pub Date 73

Note—6p.; Paper presented at the Mid-South Educational Research Association (Memphis, Tennessee, November 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Comparative Analysis, Educational Needs, Effective Teaching, *Formative Evaluation, *Measurement Goals, *Performance Based Teacher Education, Performance Criteria, Student Behavior, Student Teacher Relationship, *Summative Evaluation, Teacher Behavior, Teacher Evaluation

This paper deals with the question of what should be the focus of measurement in a competency-based teacher education program. Two modes for measuring teaching competency, product measurement and process measurement, are contrasted and discussed. Product measurement focuses on changes in pupil behavior brought about by the teacher while process measurement focuses on the teaching act itself. Since there is little research evidence that causally links teacher behavior with pupil behavior, the simultaneous use of both product measurement and process measurement is advised. (Author)

ED 092 572 TM 003 674

Lieberman, Marcus

Psychometric Analysis of Developmental Stage Data.

Pub Date [Aug 73]

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, August 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Abstraction Levels, Behavior Theories, Complexity Level, *Developmental Psychology, *Measurement Techniques, *Moral Values, Psychological Patterns, *Psychometrics, Task Analysis

Identifiers—*Latent Trait Theory

When subjects are given open-ended stimulus situations allowing for responses at all possible stages of a developmental theory, the stage scores of individuals for each situation can be treated as scores on polychotomous items. Extensions of the concepts of difficulty and discriminating power from the dichotomous case to this ordinal category situation allow determination of these parameters. Assuming the trait being measured is distributed normally, stage difficulties or boundaries are deviates corresponding to cumulative proportions of subjects at each stage. Item discriminating powers are determined by the one factor loadings of the inter-item correlation matrix. Maximum-likelihood estimates of a subject's trait level can be determined from the parameters of each situation presented and that subject's answer pattern of stage scores. Data gathered in interviews to determine the level of moral development according to Lawrence Kohlberg's six-stage theory takes the above form. Results indicate that for different dilemmas, certain stages of reasoning are more easily attained than others, and when particular moral issues are analyzed across situations, an "entry" issue for various stages is indicated corresponding to Kohlberg's theory. (Author/MLP)

ED 092 573 TM 003 675

California State Testing Program 1971-72 and 1972-73: Profiles of School District Performance.

California State Dept. of Education, Sacramento. Office of Program Evaluation.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date [74]

Note—570p.

EDRS Price MF-\$0.90 HC-\$27.00 PLUS POSTAGE

Descriptors—Academic Achievement, Achievement Tests, Class Size, *Comparative Analysis, Grade 1, Grade 2, Grade 3, Grade 6, Grade 12, *Program Evaluation, Racial Factors, Reading Tests, *School Districts, Social Factors, Standardized Tests, State Programs, Student Mobility, Tables (Data), Teacher Salaries, *Testing Programs, *Test Results

Identifiers—California, *State Testing Programs

Presented are findings from California's State testing program for 1971-72 and 1972-73. The factors (variables) examined were divided into two groups: output factors, indicators of school quality such as scores on achievement tests; and input factors, factors describing the characteristics of school districts such as class size, tax rate, etc. Part I of the report provides a narrative description of the factors examined and is followed by a statistical summary of the data gathered. State averages against which school districts may compare their scores are given. Test scores for previous years are also listed. Part II of this report provides a district profile for each of the school districts in the State and includes all the factors described in Part I. Tentative indications of the quality of the educational program in each school district may be gained by comparing data from each district with data from other districts in the State. (Author/RC)

ED 092 574 TM 003 676

California State Testing Program 1970-71: Profiles of School District Performance.

California State Dept. of Education, Sacramento.

Office of Program Evaluation.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date [72]

Note—596p.; For related document, see TM 003 677

EDRS Price MF-\$1.05 HC-\$28.20 PLUS POSTAGE

Descriptors—Academic Achievement, Achievement Tests, Class Size, *Comparative Analysis, Grade 1, Grade 2, Grade 3, Grade 6, Grade 12, *Program Evaluation, Racial Factors, Reading Tests, *School Districts, Social Factors, Standardized Tests, State Programs, Student Mobility, Tables (Data), Tax Rates, Teacher Salaries, *Testing Programs, *Test Results

Identifiers—California, *State Testing Program

The factors (variables) examined in the California State Testing Program were divided into two groups for the analyses: (1) the 11 indicators of school quality in terms of the products of the educational system, referred to as output factors (e.g., pupil scores on achievement tests); and (2) the 22 indicators of school quality in terms of the characteristics of school districts, referred to as input factors (e.g., assessed valuation, class size, tax rates, and teachers' salaries). Complete descriptions of these factors are given in Part I of this report. Part II of this report presents statewide testing data and other factors for 1970-71 for each school district in California. This detailed information makes it possible to compare the data for one school district with those of all other districts or with sets of districts having similar characteristics. Based on the analysis of various relationships, equations were developed which were used to obtain predicted test scores for each school district. The degree to which the actual scores of each district exceeded or fell short of the predicted scores is presented. (Author/BB)

ED 092 575 TM 003 677

California State Testing Program 1970-71: Profiles of School District Performance. Technical Supplement.

California State Dept. of Education, Sacramento.

Office of Program Evaluation.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date 73

Note—51p.; For related document, see TM 003 676

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Academic Achievement, Achievement Tests, Economic Status, Performance Factors, Predictor Variables, *School Districts, Scores, Standardized Tests, State Programs, *Technical Reports, *Testing Programs, *Test Results

Identifiers—California, *State Testing Programs

Achievement test scores and measures of district and pupil characteristics were analyzed for all California school districts. Achievement test scores were found to be highly correlated among each other. The best single predictor of achievement scores was a measure of family poverty. Scholastic aptitude scores were not used as predictors. Regression equations which were developed to predict achievement scores on the

basis of district characteristics accounted for about half of the variance in achievement scores among districts. (Author)

ED 092 576 TM 003 687
Wise, Helen

[Statement by Dr. Helen Wise, President, NEA, to the Symposium "Statewide Educational Assessment: Coexistence or Confrontation?"]
Pub Date [74]

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974). For related documents, see TM003688 and 689

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Accountability, *Educational Assessment, *Evaluation Criteria, *State Programs, Student Evaluation, Teacher Responsibility, Testing Problems, *Testing Programs

Identifiers—*National Education Association

Although emphatically not against the concept of educational accountability, the National Education Association (NEA) feels that a redirection is needed in the implementation of such a system. Because of error, especially in testing minority and poor children, accountability programs should never use test results as the major source of data but should rely on multiple indexes. When testing is used, the NEA emphasizes the diagnostic capabilities of tests and warns against comparing students, schools or teachers. The NEA believes that teachers should be given the freedom to exercise professional judgment, to set learning goals for individual students, to assess the achievement of these goals and to establish the instructional procedures for attaining the desired learning. To expand and reinforce these comments, two NEA papers are included with this document: "Criteria for Evaluating State Education Accountability Systems" and "Testimony Presented by the National Education Association to the Panel on Evaluation of the Michigan Assessment Program." (RM)

ED 092 577 TM 003 688
Criteria for Evaluating State Education Accountability Systems.

National Education Association, Washington, D.C.

Pub Date [74]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

Available from—Not available separately; See TM003687

Document Not Available from EDRS.

Descriptors—Data Collection, *Educational Accountability, *Educational Assessment, *Evaluation Criteria, School District Autonomy, *State Programs, Testing Programs, Tests

Identifiers—*National Education Association

In addition to some general and basic principles regarding the importance of an acceptable accountability system, a number of specific criteria for evaluating state accountability programs is provided. The stated purposes of such a system and the specific uses of the resulting data should be clear and concise. Local control must be retained and participation by students, parents, and professionals is desirable. Data collected on the effectiveness of the school must reflect the complexities of the educative process and provide feedback to determine whether program elements and conditions are of a caliber which would make possible high levels of performance by the staff. Emphasis is placed on the dangers of the misuse of standardized achievement tests and comments are made concerning publication of test results and comparisons between school districts. Finally, the cost factors in terms of time and personnel of such an accountability system are discussed. (RC)

ED 092 578 TM 003 689

Testimony Presented by the National Education Association to the Panel on Evaluation of the Michigan Assessment Program.

National Education Association, Washington, D.C.

Pub Date [74]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

Available from—Not available separately; See TM003687

Document Not Available from EDRS.

Descriptors—*Educational Accountability, *Educational Assessment, Educational Objectives, Program Evaluation, *State Programs, Teacher Responsibility, Testing, *Testing Problems

Identifiers—*Michigan Educational Assessment Program, National Education Association

That teachers should be held accountable for conducting the best possible instructional processes, not for guaranteeing learning, is the view of the National Education Association (NEA). Because of the inadequate nature of tests of student achievement, the diverse nature of student populations, and the various conditions affecting learning, the NEA states that teachers must not be held accountable for student achievement as it is currently measured. The Association believes that accountability programs should be based on multiple indexes, and that test results should never be used as the major source of data. Evaluation must be implemented not only in cognitive areas, but in areas in which the goals are more difficult to measure. The NEA sees little evidence that state assessment programs are aimed at helping the teacher in solving serious instructional problems. Furthermore, the NEA prefers that greater emphasis be placed on professional expertise, judgment, and flexibility of approach in both curriculum development and instructional methodology since there is so little definitive research on the success of performance objectives in promoting learning. State assessment must emphasize diagnosis rather than classification of students. (RC)

ED 092 579 95 TM 003 690
Krakower, Jack Hoepfner, Ralph

A Comparison of Procedures for Determining Goal Priorities.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSE-R-90

Pub Date Mar 74

Note—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Classification, *Comparative Analysis, Educational Needs, *Educational Objectives, *Elementary Schools, Principals

An attempt is made to determine whether a procedure requiring each member of a rating group to rank a subset of fifteen goals selected at random from one hundred and six goals would produce results that were, in effect, equivalent to having each member of a rating group rate each of the one hundred and six goals. The ratings of the one hundred and six goals by fifty-three California elementary school principals obtained during a field testing were used to provide the standard against which the results of the subset ranking procedures was to be compared since the sampling of each group was largely incidental and no provision was made for equating or randomizing administrators between the two rating groups, differences observed might be influenced by extraneous variables. The subset ranking procedure (SRK) yields results that are equivalent to those obtained with complete rating or ranking procedures. However, it seems inappropriate at this time to either recommend or reject the use of the SRK or any other subset procedure as a substitute for complete rating/ranking procedures until the potential problem of rater dissatisfaction can be investigated. (Author/BB)

ED 092 580 TM 003 691
Maslon, Patricia Merrifield, Philip

Semantic Space Coordinates of Adolescents in School Situations. Revised.

Pub Date Mar 74

Note—11p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, November, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Adolescents, Adults, *Personality Tests, Role Perception, *School Attitudes, Self Concept, Semantic Differential, Sex Differences, *Student Adjustment, Urban Youth, Visual Measures

Identifiers—School Scene Apperception Questionnaire

To eight pictures of adolescents in the School Scene Apperception Questionnaire, adolescents note their agreement to statements which were derived from free responses by more than 600

adolescents having some difficulty in school. To establish the reactions of school-adjusted adolescents to the pictures, three semantic differential factors—constriction, potency, and activity—were selected. Scores for both constriction and potency were expected to be higher for adolescent-adult situations than for adolescents alone, and scores for activity to show an interaction between sex of adolescent pictured and sex of respondent. Respondents were 50 boys and 50 girls 13 to 16 years old from predominantly urban schools in New York and New Jersey. Sixty-eight children were classified as white; none had salient adjustment difficulties. Adjective intercorrelations were factored and four pictured situations selected to test hypotheses. There were no differences in constriction scores for the two kinds of situations and no interaction effects in activity scores. There were significantly higher potency scores for adult-involving pictures. Further, boys were more active than girls, and adult-involving situations more than adolescents alone. These adolescents see adults as facilitators rather than as sources of constraint. (Author)

ED 092 581 TM 003 692
Neel, John H. Stallings, William M.

A Monte Carlo Study of Levene's Test of Homogeneity of Variance: Empirical Frequencies of Type I Error in Normal Distributions.

Pub Date [Apr 74]

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association Convention (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Analysis of Variance, Educational Research, *Hypothesis Testing, Sampling, *Statistical Analysis, *Statistical Bias, Tests of Significance

Identifiers—*Monte Carlo Methods

An influential statistics test recommends a Levene test for homogeneity of variance. A recent note suggests that Levene's test is upwardly biased for small samples. Another report shows inflated Alpha estimates and low power. Neither study utilized more than two sample sizes. This Monte Carlo study involved sampling from a normal population for all combinations of two to seven variances and equal sample sizes from three to twelve. Alpha was upwardly biased for smaller sample sizes; Alpha was upwardly biased for increasing numbers of variances and fixed sample sizes. The Levene technique apparently has little to recommend it besides computational simplicity. (Author)

ED 092 582 TM 003 693
Torshen, Kay Pomerance And Others

A Self-Concept Inventory for the Primary Grades.

Pub Date [Apr 74]

Note—7p.; Paper presented at the American Educational Research Association Annual Meeting (Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Experience, Group Tests, *Preschool Children, *Primary Grades, *Self Concept Tests, Test Construction

Identifiers—*Primary Self Concept Inventory, Sears Self Concept Inventory

In conjunction with a longitudinal study of the effects of the school environment on the self-concepts and mental health of first- and second-grade students, a primary level group-administered self-report self-concept inventory (P-SCI) was developed. The P-SCI, based on Pauline Sears' Self-Concept Inventory for middle grades, does not require reading skills. Administration requires two 15-minute sessions. Principle component analyses indicated that seven factors adequately account for the underlying variability of the P-SCI. Therefore, two academic and five psychosocial subscales were formed. Test-retest reliability estimates for the seven subscales ranged from .38 to .73. (Author)

ED 092 583 TM 003 694
Srisukho, Dirake Marascuilo, Leonard A.

Monte Carlo Study of the Power of H-Test Compared to F-Test When Population Distributions Are Different in Form.

Pub Date [Apr 74]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Analysis of Variance, *Comparative Analysis, *Hypothesis Testing, *Nonparametric Statistics, *Statistical Analysis
Identifiers—Kruskal Wallis H Test, *Monte Carlo Methods

Based on a Monte Carlo simulation, this study is designed to investigate the power of the Kruskal-Wallis's H-test compared to the power of the F-test for three equal moderate sample sizes drawn at random from distributions of common or different shapes but for which the population distributions have equal variances. The distributions are the Normal, Uniform, and Double Exponential. It was found that the F-test is robust to violating assumptions of non-normality for sample of size 10, 15, and 20 but the power of H-test is affected by the shape of the population distributions. The power of the H-test increase faster when all samples are drawn from Double Exponential distribution than the power of H-test drawn from all Normal or all Uniform distribution. It is also found that the power of H-test is greater than the power of the F-test when all samples are drawn from double exponential distribution and the combinations of double exponential and normal distributions. The power of H-test is almost identical to the power of F-test when 2 samples are drawn from the double exponential and one sample is from the uniform distribution and when 3 samples are drawn from 3 different shaped distributions. The power of H-test is less than the power of the F-test when all samples are from normal or from uniform distributions. (Author/BB)

ED 092 584 TM 003 695

Axtell, Dayton

A Brief Study of Those Not Completing the Mathematical Part of the School and College Ability Test.

Merritt Coll., Oakland, Calif.

Report No.—RR-3

Pub Date Apr 74

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Aptitude Tests, College Freshmen, Community Colleges, *Mathematics, *Placement, *Test Interpretation, *Test Results, Test Wisdom, Timed Tests

Identifiers—SCAT, *School and College Ability Test

Many community colleges have a need for a mathematics placement test which tests achievement for initial placement in the different levels of mathematics classes. Merritt College investigated this need by examining the scores of all the entering students who did not complete the mathematics section of the School and College Ability Test which they administered. The results of the test indicate a wide discrepancy between the percentages correct of the problems completed and the national percentile standings. It is suggested that such a placement test should not put this type of student under the pressure of speed. (Author/MLP)

ED 092 585 TM 003 696

Reckase, Mark D.

An Application of the Rasch Simple Logistic Model to Tailored Testing.

Pub Date 74

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Ability, Complexity Level, *Computer Assisted Instruction, Intelligence Tests, Measurement Techniques, *Models, *Multiple Choice Tests, Response Style (Tests), Test Construction, *Testing, Test Reliability
Identifiers—Rasch Simple Logistic Model, *Tailored Testing

An application of the two-parameter logistic (Rasch) model to tailored testing is presented. The model is discussed along with the maximum likelihood estimation of the ability parameters given the response pattern and easiness parameter estimates for the items. The technique has been programmed for use with an interactive computer terminal. Use of the procedure is described in a flexible achievement testing setting. Results are presented showing the number of items needed for good estimation. The

independence of items used and ability estimation is shown. Applications of the system to intelligence testing are discussed. (Author)

ED 092 586 TM 003 697

Hillison, John

The Development and Try-Out of a System of Evaluating Programs of Vocational Teacher Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date [Apr 74]

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Evaluation Methods, Formative Evaluation, *Program Evaluation, Summative Evaluation, *Teacher Education, *Vocational Education Teachers

In order to implement the major objective of the project—to develop an evaluation system for vocational teacher education programs—four components of a system were developed: (1) existing situation, (2) resources available, (3) process evaluation, and (4) product evaluation. Product (graduate) evaluation was heavily emphasized. A total of 76 graduates were visited or surveyed by the project staff. Teachers visited were observed for interaction analysis, for affective classroom environment, and for nonclassroom activities. The teachers were also evaluated by their students, peers and supervisors. Results indicated neither peers nor supervisors were effective evaluators and that nonclassroom activities correlated negatively with teacher effectiveness. (Author)

ED 092 587 TM 003 698

Timm, Neil H.

Multivariate Profile Analysis of Split-Split Plot Designs and Growth Curve Analysis of Multivariate Repeated Measures Designs.

Report No.—WP-29

Pub Date 74

Note—72p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Hypothesis Testing, Matrices, *Models, *Nonparametric Statistics, Profile Evaluation, *Statistical Analysis, *Tests of Significance

Identifiers—Repeated Measures Design

Multivariate models are demonstrated to analyze repeated measures profile and growth curve data when univariate or multivariate mixed model assumptions are not tenable. Standard mixed model tests are recovered from certain multivariate hypotheses. The procedures are illustrated using numerical examples. (Author/RC)

ED 092 588 TM 003 700

Gagne, Robert M.

Task Analysis - Its Relation to Content Analysis.

Pub Date 74

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Classification, *Content Analysis, *Instructional Design, *Learning Processes, Mediation Theory, Stimulation, *Task Analysis, *Task Performance

Identifiers—*Learning Outcomes

Task analysis is a procedure having the purpose of identifying different kinds of performances which are outcomes of learning, in order to make possible the specification of optimal instructional conditions for each kind of outcome. Task analysis may be related to content analysis in two different ways: (1) it may be used to identify the probably intended outcomes of existing content; and (2) it may be employed to design effective instruction, and thus to determine instructional content. When used for the latter purpose, the distinction is important between content which has a purely mathemagical function, and content which is itself to be learned. When the intended outcome is an intellectual skill, verbal propositions provide cues for retrieval and other learning processes. In contrast, when the intended outcome is information, verbal statements must be

learned as propositions, so that they can later be recalled and stated by the learner. (Author/RC)

ED 092 589 TM 003 701

Rankin, Richard J. Gaiter, A. J. H.

Evaluation of a Public Tax-Supported Alternative School.

Pub Date [Apr 74]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Achievement Gains, Administrator Attitudes, *Alternative Schools, *Evaluation Methods, Parent Attitudes, Public Schools, Student Attitudes, Teacher Attitudes

The evaluation of a public tax-supported alternative school is described. The emphasis is upon the problems involved in the evaluation of this kind of school and suggested methods of overcoming them. A post-pre design combined with control groups is described, and the pros and cons of involvement and detachment on the part of the evaluators is considered. The problems associated with reactivity of the program staff and students to the evaluators are discussed. The main findings and results are presented. (Author)

ED 092 590 TM 003 702

Jenkins, W. O.

Quick and Dirty Statistics Revisited: The Uses and Abuses of Statistical Analyses in Behavioral Research.

Pub Date 1 Jan 67

Note—139p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Analysis of Covariance, Analysis of Variance, *Behavioral Science Research, Correlation, Data Analysis, *Problems, *Research Design, *Statistical Analysis, Statistical Data

This paper is an ardent plea for simplifying experimental design and the associated statistics. The emphasis is on design itself. Traditional designs from simple to complex and reviewed and the simplest, most basic ways of handling the data are presented. Design is stressed in such a way that simple statistics follow. The intactness of inspectional analysis is heavily stressed. Assessment of experimental outcomes in terms of both consistency and magnitude measures is considered at length. The necessity of examining the data from all angles is indicated. The basic role of design and the secondary role of statistics is discussed on at length. (Author)

ED 092 591 TM 003 703

Tittle, Carol Kehr And Others

Women and Educational Testing: A Selective Review of the Research Literature and Testing Practices.

Association for Measurement and Evaluation in Guidance, Washington, D.C.; Educational Testing Service, Princeton, N.J.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 74

Note—154p.

Available from—Women and Educational Testing, Publications Order Offices, Educational Testing Service, Princeton, New Jersey 08540 (\$4.00)

Document Not Available from EDRS.

Descriptors—Achievement Tests, College Entrance Examinations, Content Analysis, *Educational Testing, *Females, Interest Tests, *Literature Reviews, *Sex Discrimination, Sex Role, Stereotypes, *Test Bias, Test Construction

This report provides an exploratory survey of several aspects of educational testing, with a view toward identifying discrimination against women. Two major ways in which discrimination can occur are examined in educational testing: reinforcement of sex-role stereotypes and restriction of individual choice. Major educational achievement tests are analyzed for sex-role stereotypes and bias in language usage. Research studies of item bias and test bias in the college prediction setting are summarized. Several textbooks are examined for discussions of test bias. Two of the major occupational/vocational interest inventories are examined, as well as studies related to their use with women. The results of the study of language usage in educational achievement tests show that tests are selectively biased in content

against women. This was measured by the ratio of male noun and pronoun referents to female noun and pronoun referents. Other findings consist of numerous examples of sex-role stereotypes in educational achievement tests, and the restriction of choices for individual women on occupational interest inventories. Among suggestions for future research studies are systematic examination of item bias for women as a group, and routine analysis of college prediction studies separately for women and men. (Author)

ED 092 592 95 TM 003 704
Progress in Evaluation Study. Third Annual Report of the Center for the Study of Evaluation of Instructional Programs.
California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date 1 Nov 68

Contract—OEC-4-6-061646-1909

Note—180p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Annual Reports, Evaluation, *Program Descriptions, *Research and Development Centers

Identifiers—*Center for the Study of Evaluation
This report covers the activities of the Center for the Study of Evaluation (CSE) from October 1, 1967 through October 31, 1968, and indicates the major efforts projected for the future. Included in the report are descriptions of the Center's projects and activities, the new CSE approach, administrative functions and supporting services, its staff and national advisors. (MLP)

ED 092 593 95 TM 003 705
Brennan, Robert L.
The Evaluation of Mastery Test Items. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-B-118

Pub Date Jan 74

Grant—OEG-2-2-2B118

Note—255p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—*Computer Programs, Confidence Testing, *Criterion Referenced Tests, *Item Analysis, *Literature Reviews, *Scoring, *Scoring Formulas, *Standard Error of Measurement, *Test Construction, *Testing, *Test Reliability, *Test Validity, *True Scores

Identifiers—Classical Test Theory, *Mastery Testing, *Test Items

The first four chapters of this report primarily provide an extensive, critical review of the literature with regard to selected aspects of the criterion-referenced and mastery testing fields. Major topics treated include: (a) definitions, distinctions, and background, (b) the relevance of classical test theory, (c) validity and procedures for test construction, and (d) test reliability. Chapter V provides a treatment of criterion-referenced and mastery item analysis and revision procedures when items are scored in the classical correct/wrong manner. Chapter VI treats an alternative to the classical procedure for administering and scoring items. This procedure employs the subjective probabilities typically associated with confidence testing in order to obtain pseudo-classical scores. These scores, which have not been considered elsewhere, appear to be very useful for item analysis purposes in that they have most of the advantages and few of the disadvantages of both classical scores and subjective probabilities. Chapter VII provides an analysis of a set of data collected to illustrate many of the statistics and procedures discussed in Chapter V and VI. One of the appendices provides the manual an extensive test scoring and item analysis program that uses student subjective probabilities as input. (Author)

ED 092 594 TM 003 706
Westbury, Ian, Ed. And Others

The Generalist Program: Description and Evaluation. Papers on Curriculum and Evaluation—No. 1.

Chicago Univ., Ill. School of Social Service Administration.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 73

Note—371p.

Available from—The School of Social Service Administration, University of Chicago, 969 E. 60th Street, Chicago, Illinois 60637 (\$10.00)
Document Not Available from EDRS.

Descriptors—*Academic Achievement, Course Descriptions, Course Objectives, Curriculum Development, *Curriculum Evaluation, Field Instruction, *General Education, Methods Courses, *Professional Education, *Social Work, Student Attitudes, Teaching Methods, Tests

Identifiers—*Chicago University, School of Social Service Administration

This report describes the educational program and reports on the evaluation of that program in relation to how the faculty members implemented the goals and objectives of the program. The evaluation is concerned with the content, coherence, and power of the curriculum. These qualities of curriculum-building and instruction were studied to determine if the learning opportunities offered to students moved from broad and general objectives and an evolving ideal of practice to a standardized structure, content, and process necessary for students to learn such practices for the real world. Descriptions and analyses of the program as a whole as it developed over the project years is presented. These chapters also serve as background for the core of the report, which consists of the explication of the evaluation rationale, purposes, and design and of the data analysis. The analysis is based on the results of a summative test administered to generalist students and students in other sequences in the school, on written analyses of their practicum experiences, and on interviews conducted by the investigators with students and faculty members. The final section is a backward look at where we have been with the generalist program, a description of where we now are, and a view of future possibilities. (Author/RC)

ED 092 595 TM 003 707
Alvir, Howard P.

An Educational Evaluation System That Doesn't Need Hyper-Specialists.

Francophone International Learning Module Systems, Albany, N.Y.

Pub Date 15 Feb 74

Note—82p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Accountability, Cost Effectiveness, Decision Making, *Educational Administration, Educational Research, *Formative Evaluation, *Guides, Program Budgeting, Program Development, *Program Planning, Questionnaires

The knowledge, skills, and attitudes necessary for an administrator, who is an evaluation layman, to design an educational evaluation system are presented. Five aspects of an evaluation project are investigated: (1) the need for sound, clearly articulated, and current research to serve as a framework for evaluation; (2) the essential features of a good evaluation; (3) a description of program development or the ways to modify and manage a project more efficiently; (4) the refinement of fiscal procedures to insure fiscal accountability; (5) alternatives for furthering the development of the project and obtaining the funds to do it. Three pretests and three posttests are included in the document to measure the reader's attitude change and reaction to the kind of evaluation system proposed. (MLP)

ED 092 596 TM 003 708
Wallen, Norman E.

Educational Research: A Guide to the Process. Experimental Edition.

Pub Date 74

Note—243p.

Available from—Wadsworth Publishing Company, Inc., Belmont, California 94002 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Educational Research, Graduate Students, *Research Design, *Research Methodology, *Textbooks

An inductive text to be used in introductory courses in educational research is presented. Rather than drawing conclusions for students, the author provides them with a series of exercises that allows them to experience what doing research actually means. The students learn to identify researchable issues, formulate and analyze research questions and hypotheses, prepare operational definitions, do library and

field investigations, analyze instruments for validity and reliability, analyze the adequacy of samples and the validity of conclusions drawn from such samples, analyze data they collect from a sample themselves, and draw warranted conclusions from these data. The emphasis throughout is on actively engaging the student in the kinds of operations that researchers perform rather than making him merely a passive recipient of the information that the textbook provides. (Author/MLP)

ED 092 597 TM 003 709
Convey, John J.

Some Methodological Considerations for School Effectiveness Studies.

Pub Date Oct 73

Note—69p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Tallahassee, Florida, January 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Academic Achievement, Measurement Techniques, *Models, Predictor Variables, Productivity, *Research Methodology, *Schools, *Statistical Analysis

Identifiers—Dyer Model, Measurement of Change, Production Process Model, *School Effectiveness

Some of the methodological considerations in school effectiveness studies are outlined and a state of the art presented. Two general theoretical models are given which provide the researcher with an overall strategy for handling such a study of school effectiveness: the Dyer Model and Production Process Model. Six statistical models which provide possible methods for the computation of effectiveness indices are proposed and critiqued: (1) analysis of covariance (ANCOVA), (2) nonstandard ANCOVA, (3) corrected nonstandard ANCOVA, (4) mean differences scores, (5) individual regression residuals, and (6) school regression residuals. Finally, several other technical considerations involving sources of error, identification of predictors, choice of input and output, unit of analysis, type of samples, and the kind of analysis to be performed are briefly discussed. Major emphasis is on models used to rank schools in terms of effectiveness. (Author/RC)

ED 092 598 TM 003 711
Vamberg, Eva

Evaluation of the Municipal Cooperative Education Program: A Report of the 1962-63 Trainees.

Center for Urban Education, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 30 Oct 67

Note—158p.; This study was administered by the Department of Personnel and the Board of Education of the City of New York; For related document, see ED 041 958

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Cooperative Education, Cooperative Programs, Followup Studies, *High School Students, Job Skills, Occupational Aspiration, *Program Evaluation, Vocational Adjustment, Work Attitudes, Work Study Programs

Identifiers—New York City

A summary of a year long evaluation of the participants in the 1962-63 Municipal Cooperative Education Program (MCEP) is presented. The MCEP is a work-study program for high school students in New York City which affords participants an opportunity to engage in vocational experimentation under structured and supervised conditions while continuing their education. This evaluation determines what effects, if any, participation in the program had on the student, and comments on these effects in terms of the intended and expected outcomes of program participation. The data was collected through interviews and questionnaires from 48 cooperative and 21 control students. The findings of the study conclude that: (1) the MCEP enhanced the high school curriculum; (2) the value of the vocational experience was determined greatly by the nature of the work assignment; (3) the trainees were at a disadvantage by being placed in special classrooms apart from other students; and (4) the trainees need counseling while participating in the program, as well as at the time of study. The appendixes include samples of correspondence with respondents, research instruments used, in-

formation about the data, and tabulated data from questionnaires. (MLP)

ED 092 599 TM 003 712

Potts, George R.

How Subjects Do not Store and Retrieve Information About Ordered Relationships.

Pub Date [73]

Note—18p.; Paper presented at the Annual Meeting of the Psychonomic Society (14th, St. Louis, Missouri, November 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cognitive Processes, College Students, Deductive Methods, Logic, *Reaction Time, *Retention

Identifiers—*Linear Ordering

Subjects learned and answered questions about four- or six-term linear orderings (e.g., Tom is taller than Dick, who is taller than Sam, who is taller than Pete). Such an ordering is comprised of some adjacent pairwise relations that are necessary to the establishment of the ordering (e.g., Tom is taller than Dick, Dick is taller than Sam), and some remote relations that are deducible (e.g., Tom is taller than Sam). Except for unusually fast responses to test sentences beginning with an end term, reaction time was a monotonic decreasing function of remoteness; the more remote the shorter the reaction time. This result contradicts several current models of how meaningful information is stored. First, it contradicts any model which argues that subjects do not store deducible information. Information pertaining to the deducible remote pairs is stored along with the information that was actually presented. Second, it contradicts any model which describes the form of the stored information in terms of inter-item associations. A model which can account for the result is presented. (Author)

ED 092 600 TM 003 714

Rosen, Pamela, Ed.

Test Collection Bulletin, Vol. 8, No. 2.

Educational Testing Service, Princeton, N.J. Test Collection

Pub Date Apr 74

Note—17p.

Available from—Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (\$2.00 a year, domestic, \$2.50 foreign)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Attitude Tests, Bulletins, *Catalogs, Personality Tests, Publications, *Tests

Identifiers—Project Head Start

This quarterly bulletin lists and provides brief annotations for the instruments recently acquired by the Test Collection, a specialized library of tests and test-related information. Types of tests listed are: Achievement, Aptitude, Personality, Interests, Aptitudes and Opinions, and Sensory-Motor. Other information includes announcements of new tests soon to be released; tests no longer available; a listing of recent test reviews; and a brief annotated bibliography of new reference materials in testing. Included are the addresses of all publishers or organizations whose materials and services are mentioned. (MLP)

ED 092 601 95 TM 003 784

Bianchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Project Report.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—295p.; For related documents, see TM003785-817

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Administration, Comparative Statistics, Contribution, Data Collection, *Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, Measurement Techniques, Norms, Raw Scores, Reading, Reading Comprehension, *Reading Tests, *Research Design, Sampling, Social Differences, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Gates MacGinitie Test, Iowa Test of Basic Skills, Metropolitan Achievement

Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in the Project Report is descriptive information about the Anchor Test Study (ATS), administration and processing, the sample design for ATS, methodology including restandardization and equating phases, results, recommendations, and appendices. The tests used in the study are: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 602 95 TM 003 785

Bianchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 1, Individual Norms and School Grade Norms, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—486p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$23.40 PLUS POSTAGE

Descriptors—*Elementary School Students, Grade 4, Grade 5, Grade 6, Measurement Techniques, *Norms, *Reading Tests, *Schools, *Scores, Standardized Tests

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are individual score norms tables and school mean norms tables calculated by linear and equipercentile equating methods for Grades 4, 5, and 6. Data are reported for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 603 95 TM 003 786

Bianchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 2, Equating Tables, Error of Equating, and Correlations, Grade 4.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—470p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$22.20 PLUS POSTAGE

Descriptors—*Correlation, *Equated Scores, *Grade 4, Measurement Techniques, Raw

Scores, Reading, Reading Comprehension, *Reading Tests, Standardized Tests, Tables (Data), Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Equating Methods, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Included in this volume of the Study are equating tables, tables of estimates of equating error, and correlation tables for Grade 4 in vocabulary, reading comprehension, and total reading. Linear and equipercentile equating methods are used. Data are reported for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 604 95 TM 003 787

Bianchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 3, Equating Tables, Error of Equating, and Correlations, Grade 5.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—486p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$23.40 PLUS POSTAGE

Descriptors—*Correlation, *Equated Scores, *Grade 5, Measurement Techniques, Raw Scores, Reading, Reading Comprehension, *Reading Tests, Standardized Tests, Tables (Data), Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Equating Methods, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Included in this volume are equating tables, tables of estimates of equating error, and correlation tables for Grade 5 in vocabulary, reading comprehension, and total reading. Linear and equipercentile equating methods are used. Data are reported for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 605 95 TM 003 788

Bianchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 4, Equating Tables, Error of Equating, and Correlations, Grade 6.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—476p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$23.40 PLUS POSTAGE

Descriptors—*Correlation, *Equated Scores, *Grade 6, Measurement Techniques, Raw Scores, Reading, Reading Comprehension, *Reading Tests, Standardized Tests, Tables (Data), Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Equating Methods, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Included in this volume are equating tables, tables of estimates of equating error, and correlation tables for Grade 6 in vocabulary, reading comprehension, and total reading. Linear and equipercentile equating methods are used. Data are reported for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 606 95 TM 003 789

Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 5, Equating Procedure, Comparison Graphs, Grade 4.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—531p.; For related documents, see TM003784-817

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Descriptors—*Comparative Statistics, *Equated Scores, *Grade 4, Graphs, Measurement Techniques, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. This volume presents comparison graphs for three procedures employing linear and equipercentile equating methods at Grade 4 for vocabulary, reading comprehension, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 607 95 TM 003 790

Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 6, Equating Method, Comparison Graphs, Grade 4.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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Contract—OEC-0-71-4758(248)

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Descriptors—*Comparative Statistics, *Equated Scores, *Grade 4, Graphs, Measurement Techniques, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. This volume presents comparison graphs for linear and equipercentile equating methods at grade 4 in vocabulary, reading comprehension, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 608 95 TM 003 791

Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 7, Equating Procedure, Comparison Graphs, Grade 5.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—531p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—*Comparative Statistics, *Equated Scores, *Grade 5, Graphs, Measurement Techniques, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. This volume presents comparison graphs for three procedures employing linear and equipercentile equating methods at Grade 5 for vocabulary, reading comprehension, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norm-

ing data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 609 95 TM 003 792

Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 8, Equating Method, Comparison Graphs, Grade 5.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—562p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$27.00 PLUS POSTAGE

Descriptors—*Comparative Statistics, *Equated Scores, *Grade 5, Graphs, Measurement Techniques, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. This volume presents comparison graphs for linear and equipercentile equating methods at Grade 5 in vocabulary, reading comprehension, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 610 95 TM 003 793

Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 9, Equating Procedure, Comparison Graphs, Grade 6.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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Contract—OEC-0-71-4758(248)

Note—531p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—*Comparative Statistics, *Equated Scores, *Grade 6, Graphs, Measurement Techniques, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. This volume presents comparison graphs for three procedures employing linear and equipercentile equating methods at Grade 6 for vocabulary, reading comprehension, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971),

Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 611 95 TM 003 794

Bianchini, John C. Loret, Peter G.
Anchor Test Study. Final Report. Volume 10, Equating Method, Comparison Graphs, Grade 6.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—562p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$27.00 PLUS POSTAGE

Descriptors—*Comparative Statistics, *Equated Scores, *Grade 6, *Graphs, *Measurement Techniques, *Raw Scores, *Reading, *Reading Comprehension, *Reading Tests, *Standardized Tests, *Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. This volume presents comparison graphs for linear and equipercentile equating methods at Grade 6 in vocabulary, reading comprehension, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 612 95 TM 003 795

Bianchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 11, Subgroup Equating Tables, Boys, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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Contract—OEC-0-71-4758(248)

Note—290p.; For related documents, see TM003784-817

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Descriptors—*Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, *Males, *Measurement Techniques, *Raw Scores, *Reading, *Reading Comprehension, *Reading Tests, *Standardized Tests, *Tables (Data), *Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for boys in Grades 4, 5, and 6, in

reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 613 95 TM 003 796

Bianchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 12, Subgroup Equating Tables, Girls, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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Contract—OEC-0-71-4758(248)

Note—290p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Elementary School Students, *Equated Scores, *Females, Grade 4, Grade 5, Grade 6, *Measurement Techniques, *Raw Scores, *Reading, *Reading Comprehension, *Reading Tests, *Standardized Tests, *Tables (Data), *Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for girls in Grades 4, 5, and 6 in reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 614 95 TM 003 797

Bianchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 13, Subgroup Equating Tables, High IQ Children, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—290p.; For related documents, see TM003784-817

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Descriptors—*Elementary School Students, *Equated Scores, *Gifted, Grade 4, Grade 5, Grade 6, *Intelligence Level, *Measurement Techniques, *Raw Scores, *Reading, *Reading Comprehension, *Reading Tests, *Standardized Tests, *Tables (Data), *Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the

eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for high IQ children in Grades 4, 5, and 6 in reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 615 95 TM 003 798

Bianchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 14, Subgroup Equating Tables, Medium IQ Children, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—289p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Average Students, *Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, *Intelligence Level, *Measurement Techniques, *Raw Scores, *Reading, *Reading Comprehension, *Reading Tests, *Standardized Tests, *Tables (Data), *Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for medium IQ children in Grades 4, 5, and 6 in reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 616 95 TM 003 799

Bianchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 15, Subgroup Equating Tables, Low IQ Children, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—290p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, *Intelligence Level, *Low Ability Students, *Measurement Techniques, *Raw Scores, *Reading, *Reading Comprehension, *Reading Tests, *Standardized Tests, *Tables (Data), *Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills,

Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for low IQ children in Grades 4, 5, and 6 in reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 617 95 TM 003 800
Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 16, Subgroup Equating Tables, Caucasian Children, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]
Contract—OEC-0-71-4758(248)
Note—289p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Caucasian Students, *Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, Measurement Techniques, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Standardized Tests, Tables (Data), Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for Caucasian children in Grades 4, 5, and 6 for reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 618 95 TM 003 801
Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 17, Subgroup Equating Tables, Black Children, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]
Contract—OEC-0-71-4758(248)
Note—289p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, Measurement Techniques, *Negro Students, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Standardized Tests, Tables (Data), Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for black children in Grades 4, 5, and 6 for reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 619 95 TM 003 802
Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 18, Subgroup Equating Tables, Spanish Surnamed Children, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]
Contract—OEC-0-71-4758(248)
Note—289p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, Measurement Techniques, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, *Spanish Americans, Standardized Tests, Tables (Data), Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for Spanish surnamed children in Grades 4, 5, and 6 for reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 620 95 TM 003 803
Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 19, Subgroup Equating Tables, High SES Children, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]
Contract—OEC-0-71-4758(248)
Note—289p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Affluent Youth, *Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, Measurement Techniques, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Socioeconomic Status, Standardized Tests, Tables (Data), Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for high socioeconomic status children in Grades 4, 5, and 6 for reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 621 95 TM 003 804
Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 20, Subgroup Equating Tables, Medium SES Children, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]
Contract—OEC-0-71-4758(248)
Note—289p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, Measurement Techniques, *Middle Class, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Socioeconomic Status, Standardized Tests, Tables (Data), Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for medium socioeconomic status children in Grades 4, 5, and 6 for reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates

MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 622 95 TM 003 805

Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 21, Subgroup Equating Tables, Low SES Children, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—289p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Disadvantaged Youth, *Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, Measurement Techniques, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Socioeconomic Status, Standardized Tests, Tables (Data), Vocabulary
Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for low socioeconomic status children in Grades 4, 5, and 6 for reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 623 95 TM 003 806

Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 22, Subgroup Comparison Graphs, Linear Equating Method, Grade 4.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—548p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—*Equated Scores, *Grade 4, Graphs, *Individual Differences, Intelligence Differences, Measurement Techniques, Racial Differences, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Sex Differences, Socioeconomic Status, Standardized Tests, Vocabulary
Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Linear Equating Method, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are comparison graphs for Grade 4 using a linear equating

method for the following groups of students: boys and girls, socioeconomic status subgroups, and racial subgroups. Data are reported for vocabulary, reading comprehension, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 624 95 TM 003 807

Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 23, Subgroup Comparison Graphs, Equipercentile Equating Method, Grade 4.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—548p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—*Equated Scores, *Grade 4, Graphs, *Individual Differences, Intelligence Differences, Measurement Techniques, Racial Differences, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Sex Differences, Socioeconomic Status, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Equipercentile Equating Method, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are comparison graphs for Grade 4 using an equipercentile equating method for the following groups of students: boys and girls, socioeconomic status subgroups, IQ subgroups, and racial subgroups. Data are reported for vocabulary, reading comprehension, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 625 95 TM 003 808

Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 24, Subgroup Comparison Graphs, Linear Equating Method, Grade 5.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—548p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—*Equated Scores, *Grade 5, Graphs, *Individual Differences, Intelligence Differences, Measurement Techniques, Racial Differences, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Sex Differences, Socioeconomic Status, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Linear Equating Method, Metropolitan Achievement

Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are comparison graphs for Grade 5 using a linear equating method for the following groups of students: boys and girls, socioeconomic status subgroups, IQ subgroups, and racial subgroups. Data are reported for reading comprehension, vocabulary, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 626 95 TM 003 809

Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 25, Subgroup Comparison Graphs, Equipercentile Equating Method, Grade 5.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—548p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—*Equated Scores, *Grade 5, Graphs, *Individual Differences, Intelligence Differences, Measurement Techniques, Racial Differences, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Sex Differences, Socioeconomic Status, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Equipercentile Equating Method, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are comparison graphs for Grade 5 using an equipercentile equating method for the following groups of students: boys and girls, socioeconomic status subgroups, IQ subgroups, and racial subgroups. Data are reported for reading comprehension, vocabulary, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 627 95 TM 003 810

Blanchini, John C. Loret, Peter G.

Anchor Test Study. Final Report. Volume 26, Subgroup Comparison Graphs, Linear Equating Method, Grade 6.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)

Note—548p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—*Equated Scores, *Grade 6, Graphs, *Individual Differences, Intelligence Differences, Measurement Techniques, Racial Differences, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Sex Differences, Socioeconomic Status, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Linear Equating Method, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are comparison graphs for Grade 6 using a linear equating method for the following groups of students: boys and girls, socioeconomic status subgroups, IQ subgroups, and racial subgroups. Data are reported for reading comprehension, vocabulary, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 628 95 TM 003 811

Anchor Test Study. Final Report. Volume 27, Subgroup Comparison Graphs, Equipercenile Equating Method, Grade 6.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)
Note—548p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—*Equated Scores, *Grade 6, Graphs, *Individual Differences, Intelligence Differences, Measurement Techniques, Racial Differences, *Raw Scores, Reading, Reading Comprehension, *Reading Tests, Sex Differences, Socioeconomic Status, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Equipercenile Equating Method, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are comparison graphs for Grade 6 using an equipercenile equating method for the following groups of students: boys and girls, socioeconomic status subgroups, IQ subgroups, and racial subgroups. Data are reported for reading comprehension, vocabulary, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement

Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

ED 092 629 95 TM 003 812

Anchor Test Study. Final Report. Volume 28, Pretest Information Form.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)
Note—7p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Ability Grouping, Demography, *Elementary School Students, *Examiners, Grade 4, Grade 5, Grade 6, Instructional Program Divisions, Questionnaires, Records (Forms), Socioeconomic Status, *Standardized Tests, *Testing

Identifiers—*Anchor Test Study

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score on any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study is the Pretest Information Form which is filled out by school personnel. Information requested on the form includes standardized tests administered in the school, testing schedules, information regarding grade designations, ability grouping, demographic information and socioeconomic status of the students enrolled in that school. In its original form, this volume also contained other information on the administration and processing of the survey. This information was removed to protect the confidentiality of the data. (RC)

ED 092 630 95 TM 003 813

Anchor Test Study. Final Report. Volume 29, Ancillary Data Obtained on Individual Pupils.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)
Note—6p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Elementary School Students, *Examiners, Grade 4, Grade 5, Grade 6, *Individual Differences, Questionnaires, *Records (Forms), Standardized Tests, *Testing

Identifiers—*Anchor Test Study

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score on any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Included in this volume of the Study are directions for filling out and checking answer sheets for the Anchor Test Study by the test administrator including six questions concerning the pupils' primary language, mental, physical, or learning handicaps, racial or national background, and IQ range. In its original form this volume also contained sample test materials, including test booklets, manuals, answer sheets, etc. which were deleted due to copyright restrictions. (RC)

ED 092 631 95 TM 003 814

Anchor Test Study. Final Report. Volume 30, Norms Comparisons, Conditional Error of Equating, Quality Control Results, Convergence of Equating Iterations.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)
Note—350p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$16.20 PLUS POSTAGE

Descriptors—Comparative Statistics, *Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, Measurement Techniques, *Norms, Quality Control, *Raw Scores, Reading, Reading Comprehension, Reading Tests, Standardized Tests, Tables (Data), Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study (ATS) provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score on any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are comparisons between ATS norms and test publisher norms, conditional error of equating tables, quality control results, and tables of convergence of equating iterations. Data are reported for Grades 4, 5, and 6 in reading, vocabulary, and total reading for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the ATS. Information on the assignment of tests to schools was eliminated to protect the confidentiality of the data. (RC)

ED 092 632 95 TM 003 815

Anchor Test Study Supplement. Final Report. Volume 31, Project Report.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-4758(248)
Note—47p.; For related documents, see TM003784-817

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, Measurement Techniques, *Reading Tests, Standardized Tests, *Testing

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Gates MacGinitie Reading Test, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score on any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. The major purpose of the Anchor Test Study Supplement is to equate the Gates MacGinitie Reading Test (1964) to the other seven tests in the Study: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). This volume of the Supplement includes information on administration and processing, design of

the sample, methodology, and results. Some materials originally included in this volume were eliminated due to copyright restrictions. (RC)

ED 092 633 95 TM 003 816
Blanchini, John C. Loret, Peter G.

Anchor Test Study Supplement. Final Report.
Volume 32, Equating Tables, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [74]

Contract—OEC-0-71-4758(248)
Note—535p.; For related documents, see TM003784-817

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—*Administration, Comparative Statistics, Correlation, Data Collection, *Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, Measurement Techniques, Norms, Raw Scores, Reading, Reading Comprehension, *Reading Tests, *Research Design, Sampling, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Gates MacGinitie Reading Test, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score on any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. The major purpose of the Anchor Test Study Supplement is to equate the Gates MacGinitie Reading Test (1964) to the other seven tests in the Study: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). This volume of the Supplement provides equating tables for Grades 4, 5, and 6 in reading comprehension, vocabulary, and total reading. An equipercentile equating method is used. (RC)

ED 092 634 95 TM 003 817
Blanchini, John C. Loret, Peter G.

Anchor Test Study Supplement. Final Report.
Volume 33, Error of Equating, Correlations, Conditional Error of Equating, Procedure Comparison Graphs, Individual Norms and School Mean Norms, Norms Comparisons, Grades 4, 5, and 6.

Educational Testing Service, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]
Contract—OEC-0-71-4758(248)
Note—216p.; For related documents, see TM003784-816

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Correlation, *Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, Graphs, Measurement Techniques, *Norms, Raw Scores, Reading, Reading Comprehension, *Reading Tests, Standardized Tests, Statistical Bias, Tables (Data), Test Reliability, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Gates MacGinitie Reading Test, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score on any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the study presents new estimates of alternate form reliability for each

test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. The major purpose of the Anchor Test Study Supplement is to equate the Gates MacGinitie Reading Test (1964) to the other seven tests in the Study: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). This volume of the Supplement provides tables of estimates of equating error, correlation tables, conditional errors of equating, equating procedure comparison graphs, individual norms and school mean norms for the Gates MacGinitie Test (1964), and norms comparisons tables at Grades 4, 5, and 6. (RC)

UD

ED 092 635 UD 014 209
Education and Black Struggle: Notes from the Colonized World.

Harvard Univ., Cambridge, Mass. Graduate School of Education; Institute of the Black World, Atlanta, Ga.

Pub Date 74
Note—165p.; Harvard Educational Review, Monograph Number 2
Available from—Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge, Mass. 02138 (\$3.50)

Document Not Available from EDRS.

Descriptors—*African American Studies, African History, *Black Community, Black Power, Colonialism, Educational Change, *Educational Development, Identification (Psychological), Negro Education, Negro History, *Political Issues, Prisoners, Racism, *Social Change
Identifiers—Jamaica

The contents of this document are organized in six parts, as follows. Part I "IBW and the Vocation of the Black Scholar," includes "The Vocation of the Black Scholar and the Struggles of the Black Community," Vincent Harding. Part II "Colonial Ideology and Colonized Resistance," includes: "African Independence and the Myth of African Inferiority," C. L. R. James; "In the Mirror of Black Scholarship: W. Allison Davis and Deep South," St. Clair Drake; and "Statement of Position to the Commonwealth Literature and Language Conference; Jamaica, 1971." Part III, "Building the New Education Out of the Old," includes: "Education: The Great Obsession," Grace Lee Boggs; "Education in Africa and Contemporary Tanzania," Walter Rodney; "Education," Julius Nyerere; and "Building an Alternative," an article from "Nhan Dan." Part IV, "Selected Documents in New Black Education: The People Define Themselves," includes: "Breaking Through Prison Barriers," Black Prisoners; and, "The Teaching of Robert E. Rumble—A Jamaican Peasant Leader," as told to Robert A. Hill and Richard Small. Part V, an "Epilogue," includes "Identity and Black Struggle: Personal Reflections," William L. Strickland. Part VI, an "Appendix," includes "Documents from a Developing History," The Institute of the Black World. (JM)

ED 092 636 UD 014 243
Rosenfeld, Gerry And Others

A Study of the New York University Clinic for Learning Project: Whitelaw Reid Junior High School (JHS 57).

Center for Urban Education, New York, N.Y.
Pub Date Sep 70

Note—57p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Cluster Grouping, *College School Cooperation, Community Involvement, *Demonstration Centers, Educational Change, Field Experience Programs, *Inner City, *Junior High Schools, Preservice Education, Program Evaluation, Schools of Education, Student Grouping, Student Teaching, *Teacher Education

Identifiers—New York City

The Clinic for Learning, a demonstration and training center at Junior High School 57K in Brooklyn, was conducted jointly by the School of

Education at New York University and the New York City Board of Education, with the financial assistance of the Ford Foundation. New York University was to introduce its faculty and students to the public school setting in an attempt to relate theory to the realities of junior high school teaching. At the same time New York City school personnel were to be involved in the processes of positive change within the classroom and between school and community. In addition, community persons from the Bedford-Stuyvesant area, where the school was located, were to be trained to assist in the education of neighborhood children. A central feature of the Clinic for Learning during the first year of the program was the "cluster" system in which 17 regular seventh grade classes were realigned in six clusters of 85-90 children each. The Clinic for Learning was found lacking by Junior High School 57K officials and, likewise, by Clinic for Learning personnel. It was this joint recognition of "failure" that eventually spurred an evaluation of the Clinic for Learning by the Center for Urban Education. The purpose of such an evaluation was to assess the causes for failure. (Author/JM)

ED 092 637 UD 014 244
Elsbury, James W.

A Final Report of the Brownsville Community Council's Advocacy Planning Unit.

Center for Urban Education, New York, N.Y.
Pub Date Mar 72

Note—90p.
EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Advisory Committees, *Community Agencies (Public), Community Change, Community Consultant Programs, Community Development, *Community Planning, Community Problems, Community Programs, Community Resources, Educational Problems, Health Programs, *Inner City, Interagency Cooperation, Site Selection
Identifiers—*New York City

The primary purpose of this analysis is to report on the application of a form of advocacy planning in an inner-city community and then determine how much of what has been learned is relevant to other urban settings that need sociopolitical change. The Brownsville Community Council is one of 26 community development corporations created throughout New York City. These corporations are the backbone of community development in New York City, receiving allocations from the Council Against Poverty, a subdivision of the Human Resources Administration of the City of New York. The Advocacy Planning Unit has three primary functions in relationship to the BCC. The first is to assist the BCC in determining and articulating its priorities as an organization. The second function is to devise procedural guidelines that would enable the BCC to capitalize more fully on the resources available to it. Its third function is to advise the community of the pathways through the maze created by government. The Planning Unit assists the BCC in identifying, determining, and articulating priorities. Because it is cognizant of the council's procedures, it can also propose plans that will enable the BCC to tackle problems that it had formerly not been able to undertake. (Author/JM)

ED 092 638 UD 014 246
Chuang, Ying C.

A System for Cost Analysis.
Center for Urban Education, New York, N.Y.
Pub Date Apr 71

Note—27p.; Paper presented before the 1971 Meeting of the International Federation of Operational Research Society (Washington, D. C., April 1971)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Cost Effectiveness, *Demonstration Centers, Educational Finance, Educational Programs, Evaluation Criteria, *Evaluation Methods, Evaluation Techniques, Models, Operations Research, *Program Costs, Program Evaluation, Program Planning, *Urban Education

Identifiers—New York City

The major aim of this paper is to try to develop a cost analysis system model appropriate to the projects of the Center for Urban Education. Cost analysis can be viewed as an application of the economic concept of system analysis. The analy-

sis always moves from a base that represents the existing capability and resources. The problem is to determine the resources needed to acquire some specified capability. System costs are generally identified and grouped in a model as (1) research and development cost, and (2) installing and operating cost. The model under discussion here was developed to evaluate the Community Learning Center program. Cost analysis was essential to determine the expected costs of the Community Learning Center as well as other projects within the center for a given expected benefit. Cost analysis was also necessary to identify the costs for a potential buyer to use the model. During 1969, CUE operated two Community Learning Centers: one in an impoverished Puerto Rican neighborhood in the South Bronx and the other in a black ghetto in Brooklyn. In each center the following programs were conducted in an experimental basis: Leadership Development Program, Parent Participation Workshop, and School-Community Seminars. (Author/JM)

ED 092 639 UD 014 247

Dentler, Robert A.
Segregation and School Learning.
Center for Urban Education, New York, N.Y.
Pub Date 17 Apr 72
Note—21p.; Draft of an address before the School Executive Development Seminar (Austin, Texas, April 1972)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, Bias, Educational Facilities, Educational Needs, *Educational Opportunities, Educational Problems, Ethnic Groups, Integration Effects, *Minority Group Children, Racial Segregation, School Integration, *School Segregation, Socioeconomic Status, *Urban Education
Segregation has been part of the cultural design of American society from the pre-industrial rural period to the present, post-industrial urban period. This paper, however, is concerned with learning within contemporary school settings. Ethnic segregation is one major type of group separation within American schools and within the society. Socioeconomic status, age, sex, religion, and physical or mental exceptionalities are among the principal other group distinctions used to segregate groups in American society. Each ramifies profoundly into the organization of American schools—public and nonpublic, lower and higher systems, alike. Correlatives which are also used to segregate students and staffs include region of origin, mother tongue, dialect, and even life style. Among all of these, perhaps the only categorical distinction to be given a stronger emphasis within schools than within the society is imputed mental ability. Our purpose is to understand students—the social and educational forces that influence their learning within the school context. Therefore we narrow our attention to the kinds of segregation which are carried into classrooms in American schools, and to the kinds of cognitive skills that are conventionally recorded as school learning. (Author/JM)

ED 092 640 UD 014 248

An Evaluation of the 1972 Bilingual Education Program, ESEA Title VII, Community School District 9, Bronx, New York.
Mobocentrics Inc., Bronx, N.Y.
Spons Agency—Community School District 9, Bronx, N.Y.
Pub Date Jul 73
Note—182p.; Function 49-37601

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Bilingual Education, Bilingual Students, Curriculum Development, Disadvantaged Youth, *Elementary Schools, Inservice Teacher Education, Instructional Materials, Paraprofessional School Personnel, Preservice Education, *Program Evaluation, Spanish Speaking, Urban Schools

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *New York City

This program, funded under Title VII of the Elementary Secondary Education Act of 1965, was designed to provide an open learning environment in which students could learn to function in both English and Spanish. The classrooms were large and for the most part contained several grades which were divided into separate classes by means of dividers. The program

operated with a staff of 15 teachers, 1 director, and 6 paraprofessionals for 365 students. The activities of the program included instruction in both dominant and secondary languages, culture and heritage, math, social studies, reading and language arts. The primary objectives of the program were: (1) the mean scores of students on various tests should significantly increase between pre- and posttesting; (2) teachers would attend preservice and inservice training in the teaching of language arts, math, and reading; (3) teachers would enroll in a bilingual education program at a metropolitan university; (4) academic materials would be developed and acquired; and (5) an exchange of materials with a sister school in Puerto Rico would be set up. The primary medium of instruction was the students' dominant language, English. There appeared to be a marked increase in Spanish as a medium of instruction over the year. (Author/JM)

ED 092 641 UD 014 249

Langley, Janis And Others
["Project KAPS": A Dropout Prevention Program at Elementary Level. Description and Evaluation.]

Baltimore City Public Schools, Md.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No.—DPSC-98-0318
Pub Date 73
Grant—OEG-0-9-300318-3419
Note—95p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Academic Achievement, Disadvantaged Youth, *Dropout Prevention, Educational Accountability, *Elementary Schools, Inner City, Intervention, Parent Participation, Program Descriptions, *Program Evaluation, *Secondary Schools, Teaching Methods, Tutorial Programs

Identifiers—Elementary Secondary Education Act Title VIII, ESEA Title VIII, *Maryland

Project Keeping All Pupils in School (KAPS) is a dropout prevention program designed by officials in the Baltimore City Public Schools, supported by Federal funds under the provision of Title VIII of the 1965 Elementary Secondary Education Act (PL90-427). The KAPS Program consists of six components. They include: Daily Program, Service to Aid Youth Centers, Community Liaison Assistants, Earn and Learn, Teacher Accountability Plan, and Management. The intent of each of these program components is to mediate the powers of various environmental and conditional factors which have caused students to leave the Baltimore City Public Schools, and to strengthen the roles played by parents, teachers, and community leaders in combating school dropouts. Operation KEEP refers to the KAPS Experience for Elementary Pupils through the Daily Program component. In 1972-73, the component serviced some 400 pupils in 14 pilot classes of four elementary schools within the KAPS cluster. The component's operation was based on identification of dropout-prone pupils on the upper elementary level. Its terminal goal was dropout prevention through early diagnosis of instructional needs and the immediate application of prescriptions. (Author/JM)

ED 092 642 UD 014 252

State of Illinois Report on Title I, Public Law 89-10, 1972-73 School Year Annual Report.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. for Exceptional Children.
Pub Date 73
Note—85p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Annual Reports, Compensatory Education Programs, Inservice Teacher Education, Interagency Coordination, Local Issues, Parent Participation, Program Administration, *Program Development, *Program Evaluation, Staff Improvement, State Departments of Education, *State Surveys
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Illinois

This report contains a summation of the data collected on the Fiscal Year 1973 Title I Elementary Secondary Education Act of 1965 projects in the State of Illinois. The report covers many issues which are relevant to the Title I projects.

Such issues are: participation of local educational agencies, program objectives, results of the instructional activities, Title I staff and inservice training, parental involvement in Title I programs, dissemination and coordination of Title I with other programs, methods for strengthening or improving future programs, State agency monitoring, Title I trends in the State of Illinois, and, a summary of the findings and recommendations. The general format for the development of this report is as follows: Section 1 of the report is concerned with a brief summary of the significant findings in sections 2 and 3 and with the identification of specific recommendations based upon findings in sections 2 and 3. The appendices include the Title I application, the Annual Self Assessment Questionnaire 89-10, and the list of local educational agencies failing to return their self assessment questionnaires. The main emphasis of the 1972-73 Illinois Title I evaluation was the measurement of program outcomes. (Author/JM)

ED 092 643 UD 014 254

Tyler, Ralph W.
Educating Children of the Poor: 1975-1985.
Pub Date 74

Note—19p.
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, Compensatory Education, Compensatory Education Programs, *Disadvantaged Youth, Economically Disadvantaged, Educational Accountability, Educational Facilities, *Educational Needs, *Educational Planning, Educational Problems, Intelligence, *Program Development, Program Planning, *School Responsibility, Student Characteristics

The subject of this paper is the schooling of children of the poor. In the past most children of the poor obtained very little education in the school; in fact it operated largely as a sorting agency for them. With the increasing demand for universal education, the schools and the public have become conscious of the schools' inadequacy in reaching disadvantaged children. As public attention focused on this problem and funds were appropriated to help in dealing with it, extensive efforts were made to improve the education of the poor. At first few programs were successful; now many more effective programs are in operation, but they are still in a minority. The slow development of successful efforts has partly been due to the wide acceptance of the notion that a child's capacity to learn is the chief factor in limiting his education rather than the inadequacy of the learning experiences. Also the notion that the learning programs that work with middle-class children need only minor revisions to be effective with the disadvantaged has misdirected many projects. What has been found in the last 10 years is that effective learning programs for children of the poor can be constructed by designing them so as to provide the essential conditions for learning. (Author/JM)

ED 092 644 UD 014 255

Grant, Mabel And Others
Early School Admissions Program: Staff Handbook, Revised Edition.
Baltimore City Public Schools, Md.
Pub Date Oct 72

Note—100p.; For the companion volume, "Curriculum Guide," see UD 014 256

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Admission (School), Classroom Games, Communication Skills, *Early Admission, *Early Childhood Education, Early Reading, Educational Planning, Enrollment, Individualized Instruction, *Instructional Materials, Manuals, *Resource Guides, Teaching Guides, *Teaching Methods, Teaching Techniques

The descriptions and procedures in this handbook were developed and compiled at the request of staff members of the Early School Admissions Program. It was felt that specific information relating to the suggested use of classroom materials and equipment would assist in upgrading teaching techniques, planning cognitively based learning experiences, and individualizing instruction. The handbook material is currently and constantly revised in order to update the contents. Where specific sources have been used to obtain information, the source is credited in the written

material. Curriculum guides developed by the Baltimore City Public Schools have been used as references. Contents include the following plans and suggestions for using instructional materials: Sample Daily Program—2-1/2 hour day; Self-Selected Activity Time, a portion of each day reserved for children to select materials they would like to use; Beads; Blocks; Fit-A-Space, a classroom game; Listening Post, Tape Recorder; Lotto Games; Peg-Board Activities; Puzzles; Teacher-Made Activities; Water Play; Wheel Toys; Discussions, Communication Skills; Listening; Developing Communication Through Picture Interpretation; Planning for Discussions; Learning Through Discussions; and others. (Author/JM)

ED 092 645 UD 014 256

Grant, Mabel And Others

Early School Admissions Program: Suggested Guide for Curriculum Implementation.
Baltimore City Public Schools, Md.
Pub Date Feb 74

Note—79p.; Some pages of this document are only marginally legible. For the companion, "Handbook," see UD 014 255

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Admission (School), Class Activities, Curriculum Development, Diagnostic Teaching, *Early Admission, *Early Childhood Education, Educational Diagnosis, Individualized Instruction, *Instructional Materials, Paraprofessional School Personnel, Parent Participation, Perceptual Motor Learning, *Preschool Curriculum, *Preschool Programs, Self Concept

This suggested curriculum for use in the Early Admissions Program with four-year-old children draws mainly on elements from child development theory and practical experiences of the writers. It is intended that this material will be used to stabilize and increase the child's cognitive and linguistic growth through effective diagnostic and prescriptive teaching. Assuming that children are continuously learning, this curriculum material is written to be used for individualization of instruction to meet the needs of children at the teacher's discretion. Four- and five-year-old children learn through intensive sensory-motor activities and the manipulation of things. They learn a great deal from each other as well as from the language and behavior of the adults with whom they are involved. Aides and parent liaison workers play an important role in the educative process of our children. Likewise, parents are expected to become involved in the program as much as possible, as e.g., classroom volunteers, teacher substitutes, paraprofessionals, or resource persons. "Home Follow-Up" kits used by parents in the home serve to reinforce or teach what children need to know. (Author/JM)

ED 092 646 UD 014 257

Webster, Staten W.

The Education of Black Americans.

Pub Date 74

Note—182p.

Available from—Intext Educational Publishers,
257 S. Park Avenue, New York, New York
10010 (\$3.95)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Disadvantaged Youth, Economically Disadvantaged, Educational History, *Educational Planning, *Educational Problems, *Failure Factors, Individual Characteristics, *Negro Education, *Negro History, Negro Students, Racial Discrimination, Social Factors, Socioeconomic Status

This book is organized into two main parts. Part I provides historical, social, and psychological background. Initially, a brief treatment of the history of blacks in the context of American civilization is presented. The second chapter presents an analysis of the socioeconomic position of blacks in America in the 1970's. Chapter 3 discusses factors which seem to operate in the formation of the personalities of black Americans. Key institutions such as the family, the black church, and the ghetto are discussed as partial determinants of the black personality. Also discussed are the positive aspects of racial conflict. Part 2 examines, more directly, matters related to education. Chapter 4 reviews most of the reasons commonly advanced to explain the academic failure or underachievement of low-income black children. Several explanatory models

are introduced, including those of Arthur Jensen and Jean Piaget. Chapter 5 analyzes the possible contributions to the academic failure of low-income black children that are made by such agencies as the total society, school boards, administrators, teachers, and parents. A model is proposed for the more effective education of black children from low-income families. (Author/JM)

ED 092 647 32 UD 014 269

Promising Practices: A Guide to Replication. Principal's Directory.

California State Dept. of Education, Sacramento.
Div. of Compensatory Education.; Los Angeles Unified School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 8 Jan 74

Note—133p.; For the "Classroom Directory," see UD 014 270

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Black Community, Early Childhood Education, Elementary School Curriculum, *Elementary Schools, Elementary School Teachers, *Inner City, Inservice Teacher Education, Parent Participation, School Demography, *School Organization, School Orientation, Team Teaching, Ungraded Curriculum, *Ungraded Elementary Programs

Identifiers—*California, Elementary Secondary Education Act Title I, ESEA Title I, Los Angeles

The One Hundred Eleventh Street Elementary School of the Los Angeles Unified School District, located in the heart of the black community of Watts, attracts visitors from other schools and school districts throughout the nation. The instructional program at 111th Street School is completely ungraded, with teachers, resource personnel, and supporting aides and volunteers organized into two units. The Early Childhood unit consists of four teams and serves children who would normally be in grades K-3. The Upper Age Group serves children who would normally be in grades 4-6. Students are freely transferred between the units based on their abilities. The environment of the 111th Street School is dynamic. Frequent faculty workshops, team meetings, and staff development activities result in improved procedures for managing the ungraded instructional program and the general operation of the school. The staff at the 111th Street School have supplemented and modified the basic instructional design as necessary to accomplish the objectives of the school and the Los Angeles Unified School District. Since 111th Street is a Title I school, receiving funds under the 1965 Elementary Secondary Education Act, they have received the support of Title I administrative staff and from the Compensatory Education Activity Support Unit Program Development. Parents take pride in the 111th Street School and actively participate in the instructional program and overall school operation. (Author/JM)

ED 092 648 UD 014 318

Samuda, Ronald J.

Racial Discrimination Through Mental Testing: A Social Critic's Point of View. IRCD Bulletin, No. 42, May 1973.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 73

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Ability Grouping, Academic Achievement, *Analytical Criticism, Cultural Factors, Environmental Influences, Group Tests, *Intelligence Tests, Literature Reviews, *Mental Tests, Mexican Americans, *Minority Groups, Negroes, Puerto Ricans, Racial Differences, *Racial Discrimination, Socioeconomic Status, Standardized Tests, Test Bias

This paper, based on a book on the assessment of minority students, is a critical review of the research done heretofore on intelligence testing. It deals with such issues as: the social criticism of testing through numerous lawsuits, court rulings, and in the positions taken by the Association of Black Psychologists and the American Personnel

and Guidance Association; the use of IQ tests for grouping purposes; experiments related to the test environment; the self-fulfilling prophecy; and the effects of language differences on test results. It is held that the present trend points toward an expansion and elaboration of psychometrics rather than an abolition of objective tests. Among the trends are: a recognition of the need to train the users of tests to ensure that test scores are not misinterpreted and also train them in the potentialities of a variety of errors of interpretation due to technical and psychological factors which contaminate test results; a focus on measures of environment to bolster and supplement the scores from traditional tests; a call for a "pluralistic sociocultural" perspective on the testing of minorities; the development of new measures consistent with the special language characteristics of the minorities; and, an emphasis on description and prescription rather than on selection and prediction in order to facilitate equal educational opportunities. (Author/RJ)

ED 092 649 UD 014 319

Children and Intercultural Education: Some Minorities Speak Out; Overview and Research; Are There Unwanted Guests in Your Classroom?

Association for Childhood Education International, Washington, D.C.

Pub Date 73

Note—73p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$2.95)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Childhood Attitudes, Classroom Techniques, *Cultural Education, Cultural Environment, Cultural Pluralism, *Curriculum Development, Early Experience, *Ethnic Relations, Identification (Psychological), Minority Groups, *Race Relations, Racial Attitudes, *Resource Guides, Social Attitudes, Teaching Guides

"Children and Intercultural Education" culminates the Association for Childhood Education International's three-year emphasis on a project, "Neighbors Unlimited," in which thousands of members and their local branches worked to broaden and intensify efforts toward bettering intergroup relations. This resource kit of three booklets is aimed at those educating children in the home, in school or through other programs, and at those whose concern is in making intercultural education an integral part of all learning. Part 1 gives the reader insight into how minorities feel about themselves. Part 2 develops the concept of cultural pluralism, frames the need for development of cultural awareness in children at an early age, and states the importance of second-culture experiences. Research related to children's prejudices is explored; implications are considered. In part 3, 11 educators examine the content of programs and practices that may make minorities feel unwelcome and inadequate in the classroom. Attention is also focused on the identity crises faced by the black, Chicano and Puerto Rican child; myths about native Americans; and testing and evaluating. Questions of busing and multicultural instructional materials are discussed. (Author/JM)

ED 092 650 95 UD 014 327

The Nashville CLUE Approach to Urban Education.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Tennessee State Dept. of Education, Nashville.

Pub Date 73

Note—155p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Community Resources, Curriculum Development, Elementary School Students, Program Descriptions, Program Evaluation, *School Community Cooperation, School Community Relationship, Secondary School Students, *Social Studies, *Urban Education, *Urban Studies, Urban Youth

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Tennessee

The Cooperative Leadership for Urban Education (CLUE) program, funded under Title III of

the 1965 Elementary and Secondary Education Act, tries to find a way of working with students in grades 5-9 that will get them vitally interested and involved in learning, that will develop in them genuine specific skills for continued learning, and that will reduce the boredom (and resulting disruption) of the school day. In this program, students investigate urban living by analyzing newspapers, pamphlets, textbooks, audiovisual resources, library books, and television programs. But most importantly, they use community resource people and sites for first-hand exploration as the city becomes their laboratory. The "Process Model for Student Involvement" has three phases. In Phase 1, "Formulating Program Design," students work to establish the content parameters for the year's study. Phase 2, "Designing Study of Specific Impact Area," lists the steps for organizing and planning an investigation of one important aspect of urban living. The steps and activities for actually carrying out and evaluating a study are specified in Phase 3, "Implementation and Evaluation of Study of Specific Impact Area." (Author/JM)

ED 092 651 95 UD 014 328

Project CLUE: Cooperative Leadership for Urban Education. End of Project Report.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Tennessee State Dept. of Education, Nashville.

Pub Date Jul 73

Note—238p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Community Resources, Curriculum Development, Elementary School Students, Interagency Cooperation, Program Evaluation, *School Community Cooperation, School Community Relationship, Secondary School Students, *Social Studies, *Urban Education, *Urban Studies, Urban Youth

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Tennessee

Project Cooperative Leadership for Urban Education (CLUE), launched in December 1969, funded under Title III of the Elementary Secondary Education Act, uses such cooperative strategies as the Jobs-Alike Work Conference, The Design for Materials Sharing, and The Inter-City Program Transplant. The program goals of the Memphis component were to achieve a more effective process of identification of gifted urban students in grades 4-6, and to involve them in learning experiences which result in increased personal development and effective participation in society. The goals of the Nashville component were to achieve the positive involvement of urban students, ages 9-15, in learning strategies which capitalize on the factors comprising the urban environment as a basis for the social studies curriculum. The Chattanooga component's goals were to achieve the positive involvement, through effective interpersonal relationships, of urban students at the secondary level in the decision-making process related to various facets of the school program. The program goal of the Knoxville component was to achieve the positive involvement of urban students at the secondary level in the development and design of an improved curriculum. (Author/JM)

ED 092 652 UD 014 345

Brown, Frank

What Should Constitute the Curriculum of Black Schools and How Much Parent Participation?

Pub Date Apr 74

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Basic Skills, Black Community, *Community Control, Curriculum Development, *Curriculum Planning, *Junior High Schools, Negro Students, Parent Attitudes, *Parent Participation, School Administration, School Districts, Student Attitudes, *Surveys, Teacher Attitudes, Urban Schools

During the school year of 1972-73 a large Northern urban school district requested that a feasibility study for a community policy board to govern a junior high school be conducted. A committee was appointed to conduct the study. A

part of the committee's task was to sample the opinion of students, parents, and teachers regarding: what should be taught in the school; and how much parent involvement in school matter seemed desirable. The inquiry included the school under consideration for community control plus three other schools not involved in the feasibility study. A questionnaire was administered to a representative sample of students, parents, and teachers at the four schools. The study provides strong evidence suggesting that black students and parents desire a school curriculum that includes the teaching of basic skills: reading, writing, spelling, speech, mathematics, and the basic social sciences. It seems clear from this study that parental involvement in school matters is less desirable for those who have never witnessed full parental involvement than for those who have experienced it. Overall, black parents have expressed a strong desire for parental participation in school matters. Black students seem to be somewhat less concerned about parental involvement. Teachers are mildly receptive to the idea. (Author/JM)

ED 092 653 UD 014 358

Weldon, David E. And Others

A Methodological Study of Conceptions of Social Behavior. Technical Report No. 21.

Illinois Univ., Urbana. Dept. of Psychology, Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-21

Pub Date Apr 74

Note—56p.; Illinois Studies of the Economically Disadvantaged Series

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Cognitive Measurement, Cognitive Processes, Concept Formation, Concept Teaching, *Conceptual Schemes, Cultural Differences, Discriminant Analysis, Mathematical Models, *Measurement Techniques, Methodology, *Methods Research, Predictor Variables, *Social Behavior, Social Differences, Statistical Analysis

This study focused on two methodological issues by testing for discriminant validity in a multitrait-multimethod matrix which contrasted the set of estimates obtained from two methods and the "regression weights" derived from each subject's estimates from the second method. In order to change the conceptions of social behavior held by persons from different cultural backgrounds, it is necessary to be able to measure the similarity of such conceptions, or attributions. A method for quantifying attributions requires that values be assigned to five weights incorporated in an equation. This raises the question of how to obtain good estimates of these weights. A direct method is to simply ask subjects to estimate the weight of each predictor in the equations. A second method of measurement is to have the subject estimate the perceived relationship among all possible pairs of variables in each equation. This is tantamount to asking the subjects to estimate directly the correlation coefficient between all pairs of variables in the equation. The question as to whether the subjective correlations estimate fails to mirror processes actually used by the subjects can only be answered empirically. If the two methods produce different types of estimates, they may not yield similar interpretations of the subject's conceptions. (Author/JM)

ED 092 654 UD 014 359

Tolbert, Sandra, Ed.

Resource Papers; Ford Training and Placement Program.

Chicago Board of Education, Ill.; Chicago Univ., Ill. Graduate School of Education.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Apr 70

Note—118p.; Second reprint, June 1971

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—College School Cooperation, Curriculum Development, Field Instruction, Foundation Programs, *Preservice Education, *Program Descriptions, Program Development, Role Perception, School Organization, Social Systems, Teacher Education, *Teacher Education Curriculum, Teacher Placement, *Urban Teaching

Identifiers—*Illinois

The purpose of this report is to record as accurately as possible the activities of the Ford Training and Placement Program for the training of educational personnel. The program accepted a theoretical construct based on the premise that a school is a social system. A four-point proposal was developed, featuring: (1) Focused preparation—personnel trained to identify and to respond to urban school problems. (2) Coordinated preparation—personnel communicating their own and others' problems and functions in an effort to develop understanding of their roles. (3) Cadre formation and placement—personnel establishing a group which would foster a working relationship in which problems could be solved. (4) Demonstration and induction school—a mechanism for disseminating methods, materials, and projects. The program adopted all four phases of this proposal. This report emphasizes the second and third areas, touching on all four aspects. These "Resource Papers" are divided into five sections: (1) the introduction; (2) the practicability of a theoretical model; (3) the quality and procedure of curriculum development; (4) the effect of the Ford Training and Placement Program on role function and role development; and, (5) the conclusion. More empirical documents will hopefully be available within the next year. (Author/JM)

ED 092 655 UD 014 360

Walker, Juliet E.

The Ford Training and Placement Program: History of the Ford Training and Placement Program; Urban Education in Chicago: An Experimental Program.

Chicago Board of Education, Ill.; Chicago Univ., Ill. Graduate School of Education.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jun 70

Note—96p.; Parts of this document will not be clearly legible due to the print quality of the original

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—College School Cooperation, Curriculum Development, Education Majors, Field Instruction, Foundation Programs, *Preservice Education, *Program Development, Role Perception, School Organization, Social Systems, Teacher Education, *Teacher Education Curriculum, Teacher Placement, *Urban Teaching

Identifiers—*Illinois

In terms of training teachers, the Ford Training and Placement Program is unique. It uses the cadre-model in the internship and placement year of the training program. The teacher training is focused on an attempted immersion of the university-based student into not only the grade level or subject-matter specialty in which he seeks a degree, but into the entire social system of the school and the outside institutions which affect the school as it operates. Thus, an understanding of the school and the milieu in which the student is placed is necessary as well as an understanding of the use of tools necessary to operate effectively. Focused preparation includes training in working with the established faculty of the school and becoming aware of the policy-making operations and procedures of the Chicago Board of Education. Cross-role preparation is provided whereby the MAT and MST students are joined by experienced teachers who have worked in the schools and the administrator of the school in which the intern is placed. The cross-role concept includes educational specialists, adult educators, social workers and social psychological workers. The entire experiment is complex, but in its complexity many different innovative ideas have emerged in almost all areas dealing with urban education. (Author/JM)

ED 092 656 UD 014 361

Hilliard, Asa G.

The Intellectual Strengths of Black Children and Adolescents: A Challenge to Pseudo Science.

Institute of African Research, New York, N.Y.

Pub Date 73

Note—22p.

Available from—Afram-Harlem, 68-72 E. 131st

Street, New York, New York 10037 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Cognitive Development, Educational Policy, Educational Research, Environmental Influences, Genetics, Heredity, *Intel-

ligence, Intelligence Tests, *Negro Youth, *Public Policy, *Racial Differences, Racism, Research Needs, *Research Problems, Teaching Methods

Cognitive deficits in black and other minority children have been assumed, described, and then explained. In direct and indirect ways, the "evidence," especially in the broad public domain has been mounting to suggest a genetic cause for discovered differences between racial groups on test of aptitude and achievement. It is the purpose of the paper to present an overview of this "conversation" and its implication, to discuss a sample of relevant but often overlooked research, to present a slightly extended set of additional references in the bibliography, and to suggest directions for future research. The primary focus will be on research pertaining directly to the black child and adolescent. However, the points which are developed are relevant to the treatment accorded to any racial, or ethnic minority or economically powerless group. There are too many examples of black growth, often in the face of overwhelming odds, for us to be satisfied any longer with a situation where national educational policy is overly influenced by excuse makers whose research is detached from significant reality and whose understanding of what it takes to help minority children grow is nil. There are people in this country who know how. It is from this group that educational policy recommendations should be sought. It is this group which should be made more visible to the profession so that the new professional talent can see that there are exciting, productive alternatives to the despair which is suggested by many who ought to know better. (Author/JM)

ED 092 657 UD 014 363

Diaz, Agapito Smidt, Robert K.

Final Evaluation, Title VII, Community School District No. 10, Bilingual Mini School.

Community School District 10, Bronx, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y. Office of Bilingual Education.

Pub Date 15 Jun 73

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Bilingual Education, Classroom Games, Curriculum Development, *Elementary Education, English (Second Language), *Inner City, Kindergarten, Paraprofessional School Personnel, *Program Evaluation, Small Group Instruction, Spanish Speaking, Student Teacher Ratio

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *New York City

The Elementary Secondary Education Act Title VII Bilingual Program operated at the Bilingual Mini School, located within Public School 59. The program completed its second year of operation in June 1973. During its first year in existence, the bilingual program served kindergar-

ten and grade 1 children. Grade 2 classes were added during the 1972-73 academic year. The project serviced both Spanish and English dominant children, in the proportions which reflect the population of the community. The program accommodated 219 children on three grade levels. Eight full-time teachers and eight educational assistants worked in the program. An English as a second language teacher was added to the staff at midyear. The materials available in the program were adequately suited to their needs. In each classroom there were various kinds of learning games (in English and Spanish) which were frequently used by the children. In each classroom there were special interest areas located around the room. The teachers developed materials on their own for children who needed additional assistance in their weakest skill and concept areas. The low adult-student ratio allowed frequent small group and individualized instruction. The program placed its primary instructional efforts on the small group learning unit. The materials, available in both English and Spanish, were geared to different levels of ability in reading and math. Culturally enriching field trips were an integral part of the program, especially for the second grade children. (Author/JM)

ED 092 658 UD 014 380

Federal Assistance to Desegregating School Districts: A Report on Activities From August 1970 to September 1972, September 1972 to March 1973, and April 1973 to September 1973.

Office of Education (DHEW), Washington, D.C. Pub Date 73

Note—523p.; Parts of this document may not be clearly legible on reproduction due to print quality of the original

EDRS Price MF-\$0.90 HC-\$24.60 PLUS POSTAGE

Descriptors—Emergency Programs, *Federal Aid, *Federal Laws, Federal Programs, Integration Effects, Integration Methods, Integration Readiness, Program Administration, Program Development, Program Evaluation, Racial Integration, *School Districts, *School Integration

Identifiers—*Emergency School Aid Act 1972, Emergency School Assistance Program

This document comprises three reports to Congress on activities and programs which are administered by the Office of Education for the Assistant Secretary for Education of the U. S. Department of Health, Education and Welfare. Periodic reports are required under section 714 of the Emergency School Aid Act (ESAA) of 1972 (Title VII of Public Law 92-318) regarding the implementation of programs under the act and the Emergency School Assistance Program (ESAP) (Public Law 91-380) which preceded it.

The first ESAA report, issued on September 23, 1972, covered the administration from August 1970 to September 1972 of ESAP, which served as an interim program to provide assistance to school districts facing critical and immediate needs in the desegregation process. The second ESAA report, issued on June 29, 1973, presented a review of the period from September 1972 to March 1973 and dealt with the developmental activities involved in designing policy objectives and program procedures for the administration of ESAA. The report described in detail the ESAA budget allocations and funding cycles, regionalized program administration and developmental assistance, and the preparation and dissemination of pregrant materials to potential applicants. The third report, of September 28, 1973, covered the period from April 1973 to September 1973. It dealt with the actual implementation of the ESAA programs and listed all of the grants and contracts awarded in fiscal year 1973. (Author/JM)

ED 092 659 UD 014 381

Ornstein, Allan C.

Race and Politics in School/Community Organizations.

Pub Date May 74

Note—279p.

Available from—Goodyear Publishing Company, Inc., 15115 Sunset Blvd., Pacific Palisades, California 90272

Document Not Available from EDRS.

Descriptors—Black Community, Black Power, Community Action, Community Control, *Community Organizations, Ethnic Groups, Government Role, Negro Attitudes, *Political Influences, *Racial Factors, Racial Integration, Research Reviews (Publications), *School Community Relationship, *School Organization, Social Sciences

The contents of this book are organized into seven chapters. Chapter 1 discusses methods for organizing schools and communities. It deals with three alternative models for the schools: administrative decentralization, community participation, and community control. It also examines three alternative models for the community: social planning, locality development, and social action. Chapter 2 is divided into three parts. First we explore some of the misguided notions and assumptions about community control. Next we analyze the effects of governmental regulations on school and community organizations. Then we discuss community action programs. Chapter 3 reviews research on administrative-community school plans. Chapter 4 attempts to analyze some of the implications of the growing trend to create a black perspective in social science research. Chapter 5 first explores the rise of black nationalism and the accompanying decline of integrationist sentiments among many blacks. Next it explores briefly the relationship between race and crime, especially that between black nationalism and the use of violence as a political tactic. Chapter 6 discusses the overlooked majority, that is, white members of the working and middle classes, and the rise of ethnicity. Chapter 7 describes the rich. (Author/JM)

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

Ability

Community College Program for High Ability Students. ED 092 197

Abstracting

ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network. ED 092 164

FABS (Formulated Abstracting): An Experiment in Regularized Content Description. ED 091 928

Abstracts

CIRF Publications. No. 4. ED 091 543
 Gifted and Talented Curriculum: A Selective Bibliography. Exceptional Child Bibliography Series No. 656. ED 091 914
 Poisoning and Intoxication by Trace Elements in Children. An Abstract Review of the World-wide Medical Literature 1966-1971. ED 092 563

Academic Ability

The Personal Development of Adolescents with Average Intellectual Ability in a High Ability Suburban School District. ED 091 618

Academic Achievement

Academic Environments and Elementary School Achievement. ED 091 858
 California State Testing Program 1970-71: Profiles of School District Performance. Technical Supplement. ED 092 575
 The Effects of Performance Objectives on the Achievement Level of Selected Eighth-Grade Science Pupils in Four Predominantly Black Inner City Schools. ED 092 315//
 Evaluation: Elementary and Secondary Education. A Report to the Governor and Members of the Legislature Prepared Pursuant to Section 3602 of the Education Law. ED 091 871
 Housing Patterns in Relation to Educational Achievement. Project SIMU School: Santa Clara County Component. ED 091 808
 The Impact of Written Comments on Student Achievement. ED 091 992

A Longitudinal Study of Self Concept From Grade 5 to Grade 9. ED 092 566

Middle-Class and Lower-Class Children: Expectations in First Grade. ED 092 219

Open Area Study. Final Report. ED 091 850

Planning for the Evaluation of the PLATO and TICCIT Computer-Based Instructional Systems: The Comparison of Performance for Community College Students. ED 092 565

Relationships Between Self-Concept and School Achievement: A Survey of Empirical Investigations. Final Report. ED 092 239

A Review of the Teacher Expectancy Effect: The Question of Preponderant Causation. ED 092 240

Segregation and School Learning. ED 092 639

Some Methodological Considerations for School Effectiveness Studies. ED 092 597

A Study of the Effects of Two Types of Science Instructional Materials on Student Achievement, Perceptions, Retention and Extensional Learning. ED 092 323//

Varieties of Accomplishment After College: Perspectives on the Meaning of Academic Talent. ACT Research Report No. 62. ED 092 000

Academic Aspiration

Educational Projections of Rural Louisiana Youth: A Historical Comparison. ED 092 280

Academic Freedom

The Soviet Censorship. ED 091 687//

Academic Standards

Accreditation: The AMA View. ED 091 510
 Policies and Standards for the Approval of Occupational Secondary Schools, Revised for 1973-1974. ED 091 551
 Policies and Standards for the Approval of Separately-Administered Adult High Schools, 1973-1974. ED 091 563

Accountability

Accountability and the Composition Program: Implications of the Regents Testing Program of the University System of Georgia. ED 092 365

An Educational Evaluation System That Doesn't Need Hyper-Specialists. ED 092 595

Accounting

Publishing: The Creative Business. ED 091 680//

Accreditation (Institutions)

Accreditation: The AMA View. ED 091 510
 Guidelines for the Approval of Legal Assistant Education Programs. ED 091 578
 Master's Degree Psychologists. Report of a Conference. ED 092 017
 Policies and Standards for the Approval of Occupational Secondary Schools, Revised for 1973-1974. ED 091 551
 Policies and Standards for the Approval of Separately-Administered Adult High Schools, 1973-1974. ED 091 563

Acculturation

Barrio School: White School in a Brown Community. ED 092 295

Achievement

Structural and Linguistic Variable Identification and Instruction in Verbal, Arithmetic Problem Solving. ED 092 383//

Achievement Gains

A Comparison of Structured and Unstructured Modes of Teaching Science Process Activities. ED 092 360

Achievement Rating

Student-Faculty Evaluation of a Three-Point Grading System in Graduate Education Courses. ED 091 999

Achievement Tests

Further Studies in Achievement Testing, Hearing Impaired Students. United States: Spring 1971. ED 091 916
 Reading Comprehension and the Measure of Science Achievement Using the 1968-1969 ISCS Test and the Revised ISCS Test. Part III of An Analysis of Selected Aspects of the ISCS Model of Science Teaching. ED 092 365

170 Subject Index

Acting

- The "I" and "Thou" in Theater Games. ED 091 781

Activism

- Academic Women in Protest. ED 091 989

Activities

- Activities for Elementary School Mathematics Enrichment. ED 092 380
- The President's Review and Annual Report 1973. The Rockefeller Foundation. ED 092 005

Activity Learning

- A Community School in Yugoslavia. Experiments and Innovations in Education No. 6. ED 092 442//

Activity Units

- Early Childhood Objectives for Five-Year-Old Migrant Children. Florida Migratory Child Compensatory Program. ED 092 285

Administration

- Anchor Test Study. Final Report. Project Report. ED 092 601
- Anchor Test Study Supplement. Final Report. Volume 32, Equating Tables, Grades 4, 5, and 6. ED 092 633
- Na Ala Hele (Trails for Walking). ED 092 559
- Swimming and Water Safety. Grades K-12. Curriculum Bulletin No. 12, 1967-68. ED 092 552

Administrative Organization

- Child Advocacy in Denmark: 70 Years of Experience with This "New" Idea. ED 092 250
- Educational Provisions for the Alaskan Natives Since 1867. ED 092 306//
- Evaluation of the University of Tennessee/Knoxville Library. Based on the Library Management Review and Analysis Program of the Association of Research Libraries. September 1, 1972-May 31, 1973. ED 092 098
- Group Day Care in Denmark: A Century and a Half of Experience. ED 092 252
- Home Start Evaluation Study. Interim Case Studies IIb. ED 092 225
- [Michigan Council of Cooperative Nurseries Notebook.] ED 092 213//
- Report of the Management Review and Analysis Program (MRAP). ED 092 177
- Structure, Decision-Making, and Communication in the Waterloo County School System. An Evaluation Report. ED 091 834
- Theory in the Study of Organizations and Administrative Structures: A New Perspective. ED 091 828

Administrative Personnel

- Background Variables and Their Relationship to Stimulation Responses. ED 092 092
- Board-President Relationships: Second Thoughts. ED 092 056
- The Effects of Static and Dynamic Simulation Programs on the Physiological Activity of Educational Administrators. ED 092 118
- The Influence of Supervisory Roles. ED 091 826
- Regent Watching. ED 091 951
- Review of Related Research Literature on Educational Supervision. ED 091 825
- A Word in Favor of Trusting Trustees. ED 092 051

Administrative Policy

- A History of Indian Policy. ED 092 279

- Jail Management. Book 1: Administration of Jail Operations. ED 091 544

The Next Ten Years.

- ED 092 192

Administrative Problems

- Network Management Survey. ED 092 162

Administrator Attitudes

- Structure, Decision-Making, and Communication in the Waterloo County School System. An Evaluation Report. ED 091 834

Administrator Background

- Background Variables and Their Relationship to Stimulation Responses. ED 092 092

Administrator Education

- Final Report on the 1972-1973 Media Learning Systems Design and Administration Training Project in Educational Communications. ED 092 116
- Improved School Management and Planning: The Promise of Computer Simulation. Project Kansas 76: Concept Paper. ED 091 862
- Presidents--Trustees and the Comprehensive Two-Year College. ED 092 205
- The Use of Physiological Indices in Simulation Research: A Report on Project CORES (Covert and Overt Responses to Educational Simulations). A Symposium. ED 092 119

Administrator Guides

- Administrative Manual for Directors of Transportation. ED 091 817
- Alternative Education: An Introduction, a Special Report on Pasadena, California, and a Bibliography. Oregon School Study Council Bulletin, Vol. 17, No. 10. ED 091 833
- A Computerized System for Multi-Institutional Filing and Reporting of Continuing Education Units: Policies and Procedures, Forms, Instructions, and Computer Printout. ED 091 611
- The Continuing Education Unit. Criteria and Guidelines. Final Report of the National Task Force on the Continuing Education Unit. ED 091 609//
- Guidelines for Local Governments on Solid Waste Management. ED 092 346

Administrator Responsibility

- Presidents--Trustees and the Comprehensive Two-Year College. ED 092 205

Administrator Role

- Conversation with Clark Kerr. [Qualities of the Ideal College/University Board of Trustees]. ED 092 060
- The Role of the Academic Dean. ED 092 210

Admission (School)

- Admissions and the Law. ED 091 971

Admission Criteria

- Planning AA/BA Articulation. A Report of the National Dissemination Project for Post-Secondary Education. ED 092 188

Adolescence

- Feminine Intellectual Decline During Adolescence. ED 091 620

Adolescents

- Inventoried Belief Orientations of Selected Adolescents. ED 092 314//
- Literary Appreciation of Adolescents. ED 091 744
- A Model for Drug Prevention in the Schools-Critical Period of Intervention. ED 091 639
- Premarital Sex and Family Planning Attitudes: A Report of a Pilot Study in a Rural Georgia County.

- ED 092 291
- Semantic Space Coordinates of Adolescents in School Situations. Revised. ED 092 580

Adult Basic Education

- An Evaluation Guide for Adult Basic Education Programs. ED 091 537

Adult Education

- Adult and Continuing Education: Stage 1: Issue Identification. ED 091 538
- An Analysis of Air Force Reading Improvement Programs: Results of USAF Survey Number 73-89. ED 091 666
- Conference Proceedings: The First Annual National Conference on Open Learning in Higher Education. ED 091 974//
- The Continuing Education Unit. Criteria and Guidelines. Final Report of the National Task Force on the Continuing Education Unit. ED 091 609//

Adult Education Programs

- Adult and Continuing Education: Stage 1: Issue Identification. ED 091 538
- A Computerized System for Multi-Institutional Filing and Reporting of Continuing Education Units: Policies and Procedures, Forms, Instructions, and Computer Printout. ED 091 611
- Policies and Standards for the Approval of Separately-Administered Adult High Schools, 1973-1974. ED 091 563
- [The Individual Education Unit (IEU) and Its Place in Continuing Education]. Cadence. Special Continuing Education Issue. ED 091 608//

Adult Leaders

- Reference Encyclopedia of the American Indian. Second Edition--Volume 2. "Who's Who." ED 092 303//
- A Study of Three Chippewa Families at Warroad, Minnesota and Their Historical and Cultural Contributions. ED 092 304

Adult Literacy

- Functional Literacy for Adults; A Status Report of the Adult Performance Level Study. ED 091 672

Adult Programs

- Adult and Continuing Education: Stage 1: Issue Identification. ED 091 538

Adults

- Conference Proceedings: The First Annual National Conference on Open Learning in Higher Education. ED 091 974//

Adult Students

- Error Analysis in the Adult EFL Classroom. ED 091 950

Advisory Committees

- Citizens Advisory Committees. Public Participation Increases; Guides Change in American Education. Current Trends in School Policies & Programs. ED 091 853
- Establishment of State Postsecondary Education Commissions. ED 091 966
- An Evaluation of School-Community Advisory Councils/1972. ED 091 823
- A Final Report of the Brownsville Community Council's Advocacy Planning Unit. ED 092 637
- A General Model of a Postsecondary Education Commission for the State of Florida. ED 091 982

Advocate Teams

- Planning Educational Programs: The Advocate Approach. ED 091 863

Affective Behavior

- Affect Domain and Reading "Affective Teaching Strategies at the Elementary Level."

- ED 091 661
Toward Affective Education: A Guide to Developing Affective Learning Objectives. ED 092 525
Young Children's Understanding of the Affective States of Others: Empathy or Cognitive Awareness? ED 092 216
- Affective Objectives**
Indicators and Statewide Assessment. ED 091 869
Learner-Controlled Computing: A Description and Rationale. ED 092 157
Toward Affective Education: A Guide to Developing Affective Learning Objectives. ED 092 525
- Affirmative Action**
Affirmative Action: Its Legal Mandate and Organizational Implications. No. 2. ED 092 050
- Affluent Youth**
Anchor Test Study. Final Report. Volume 19, Subgroup Equating Tables, High SES Children, Grades 4, 5, and 6. ED 092 620
- Africa**
Infant Care and Motor Development in Rural Kenya: Some Preliminary Data on Precocity and Deficit. ED 092 288
- African American Studies**
Education and Black Struggle: Notes from the Colonized World. ED 092 635//
Multi-Ethnic Guide, An Introduction. Working Draft. ED 092 449
- African Languages**
Elementary Maninka-Kan. Final Report. ED 091 945
- Age Differences**
Age Levels and Social Influence Processes in a Drug Education Program. ED 091 641
- Agencies**
Instructional Development Agencies in Higher Education. ED 091 997
- Agency Role**
The Nature and Origins of the Carnegie Commission on Higher Education. ED 091 984
- Aggression**
Understanding the Nature of Conflict: A Neglected Dimension in Educational Administration. ED 091 861
- Agribusiness**
An Exemplary Program for Curriculum Development and Implementation of the Course Introduction to Agri-Business. Final Project Report. ED 091 505
- Agricultural Education**
Agriculture/Natural Resources: Cluster Guide. ED 091 527
An Exemplary Program for Curriculum Development and Implementation of the Course Introduction to Agri-Business. Final Project Report. ED 091 505
- Agricultural Laborers**
The Condition of Farmworkers and Small Farmers in 1973. Report to the National Board of the National Sharecroppers Fund/Rural Advancement Fund. ED 092 281
Louisiana Annual Rural Manpower Report. MA 5-79, 1973. ED 092 286
- Agricultural Machinery Occupations**
Agriculture/Natural Resources: Cluster Guide. ED 091 527
- Aircraft Pilots**
Flight Test Guide (Part 61 Revised): Instrument Pilot: Helicopter. ED 091 564
- Air Pollution Control**
Air Pollution Technology: A Suggested Two-Year Post High School Curriculum. ED 092 335
- Alabama**
Teachers for the Seventies. A Plan for Improving Teacher Education in Alabama through 1978-79. Vol. 1. ED 092 491
- Alaska**
Educational Provisions for the Alaskan Natives Since 1867. ED 092 306//
Effects of Attitude and Intelligence Variables Upon the English Language Achievement of Alaskan Eskimo Children. ED 092 293
Human Services in Rural Alaska: Highlights from the Evaluation of the Rural Areas Social Services Project. ED 092 287
- Alcohol Education**
Departments of Labor and Health, Education, and Welfare Appropriations for 1975. Hearing Before a Subcommittee of the Committee on Appropriations, House of Representatives, Ninety-third Congress, Second Session. Part 3, Department of Health, Education, and Welfare. ED 091 844
- Algebra**
Mathematics, Grade 8, De Soto Parish Curriculum Guide. ED 092 410
- Algorithms**
Analysis, Classification, and Frequency of Systematic Error Computational Patterns in the Addition, Subtraction, Multiplication, and Division Vertical Algorithms for Grades 2-6 and Special Education Classes. ED 092 407
A Comparison of Achievement and Attitudes of Students Using Conventional or Calculator Based Algorithms for Operations on Positive Rational Numbers in Ninth Grade General Mathematics. ED 092 385//
- All Russia Society for the Blind**
To Live and Work. ED 091 896
- Alternative Schools**
Alternative Education: An Introduction, a Special Report on Pasadena, California, and a Bibliography. Oregon School Study Council Bulletin, Vol. 17, No. 10. ED 091 833
Employer-Based Career Education: The Developmental Year at Far West School. ED 091 599
Evaluation of a Public Tax-Supported Alternative School. ED 092 589
Implementing the "Voucher" Demonstration in Alum Rock, or "Taking the 'OUCH' Out of Vouchers." ED 091 804
Southeast Alternatives, 1974. [Minneapolis Public Schools.] ED 092 433
- Alternative Television**
Alternative Television: Status, Trends and Issues. ED 092 113
- American Association of University Professors**
Dues Check-off and Union Security Study. The National Center for the Study of Collective Bargaining in Higher Education Newsletter; v2 n2 March 1974. ED 092 010
- American Federation of Teachers**
[A Packet of Information on the Background of the AFT-NEA Merger Break.] ED 092 493
- American Government (Course)**
Learning Activity Package, American Civics 92, LAPs 1 Through 3 and 5 Through 9. ED 092 455
- Learning Activity Package, American Civics 94, LAPs 1 Through 4 and 6 Through 9. ED 092 456
Learning Activity Package, American Civics 91, LAPs 1 Through 6. ED 092 470
Learning Activity Package, Civics 93, LAPs 1 Through 4 and 6 Through 9. ED 092 457
Overview of Our Political System, Grade Eight. Resource Unit (Unit 1). ED 092 428
Teacher's Guide to the Eighth Grade Course on Our Political System. ED 092 425
- American History**
Educational Provisions for the Alaskan Natives Since 1867. ED 092 306//
A History of Indian Policy. ED 092 279
Learning Activity Package, U.S. History 111, LAPs 7 Through 12. ED 092 471
A Study of Three Chippewa Families at Warroad, Minnesota and Their Historical and Cultural Contributions. ED 092 304
- American Indian Languages**
Conference on American Indian Languages Clearinghouse Newsletter. Vol. 1, No. 1. ED 091 934
Conference on American Indian Languages Clearinghouse Newsletter. Vol. 1, No. 2. ED 091 949
Shuswap Grammatical Structure. Working Papers in Linguistics, Vol. 5, No. 5. ED 091 926
- American Indians**
American Indians as Student Teachers. ED 092 298
Bibliography: Indians of North America, Mexican American, Negroes-Civil Rights. An Annotated List. ED 092 301
Conference on American Indian Languages Clearinghouse Newsletter. Vol. 1, No. 1. ED 091 934
Culture, Psychological Characteristics, and Socioeconomic Status in Educational Program Development for Native Americans. ED 092 264
A Descriptive Study of Teacher Education Programs for Navajo Indian College Students. ED 092 296
Educational Provisions for the Alaskan Natives Since 1867. ED 092 306//
A History of Indian Policy. ED 092 279
Human Services in Rural Alaska: Highlights from the Evaluation of the Rural Areas Social Services Project. ED 092 287
Indian Voices: The Native American Today. ED 092 299//
Multi-Ethnic Guide, An Introduction. Working Draft. ED 092 449
Project HEED. Final Evaluation Report, 1973-74. ED 092 297
Public Assistance for Minnesota Indians, Calendar Year, 1970. ED 092 267
Public Assistance for Minnesota Indians, Calendar Year, 1971. ED 092 268
Public Assistance for Minnesota Indians, Calendar Year, 1972. ED 092 269
Reference Encyclopedia of the American Indian. Second Edition--Volume 2. "Who's Who." ED 092 303//
South Dakota Indian Recipients of Social Welfare, December 1973. ED 092 266
A Study of Three Chippewa Families at Warroad, Minnesota and Their Historical and Cultural Contributions. ED 092 304
Systems of Education for the Alaska Native Population. ED 092 276//

172 Subject Index

- Testimony [of John C. Rainer]. Hearings Before the Senate Appropriations Subcommittee on the Interior and Related Affairs, May 11, 1973.
ED 092 271
- American Library Association**
Integrating Library Instruction in the College Curriculum.
ED 092 150
- American Literature**
A Guide to Critical Reviews: Part I: American Drama, 1909-1969. Second Edition.
ED 091 688//
Josh Billings (Henry Wheeler Shaw).
ED 091 675//
- American Political Behavior**
Report of the High School Curriculum Center in Government. Final Report.
ED 092 439
- American Studies**
Learning Activity Package, Social Studies 112, LAPs 17 Through 25.
ED 092 458
- Analysis of Variance**
A Monte Carlo Study of Levene's Test of Homogeneity of Variance: Empirical Frequencies of Type I Error in Normal Distributions.
ED 092 581
- Analytical Criticism**
Racial Discrimination Through Mental Testing: A Social Critic's Point of View. IRCD Bulletin, No. 42, May 1973.
ED 092 648
- Anchor Test Study**
Anchor Test Study. Final Report. Project Report.
ED 092 601
Anchor Test Study. Final Report. Volume 1, Individual Norms and School Grade Norms, Grades 4, 5, and 6.
ED 092 602
Anchor Test Study. Final Report. Volume 2, Equating Tables, Error of Equating, and Correlations, Grade 4.
ED 092 603
Anchor Test Study. Final Report. Volume 3, Equating Tables, Error of Equating, and Correlations, Grade 5.
ED 092 604
Anchor Test Study. Final Report. Volume 4, Equating Tables, Error of Equating, and Correlations, Grade 6.
ED 092 605
Anchor Test Study. Final Report. Volume 5, Equating Procedure, Comparison Graphs, Grade 4.
ED 092 606
Anchor Test Study. Final Report. Volume 6, Equating Method, Comparison Graphs, Grade 4.
ED 092 607
Anchor Test Study. Final Report. Volume 7, Equating Procedure, Comparison Graphs, Grade 5.
ED 092 608
Anchor Test Study. Final Report. Volume 8, Equating Method, Comparison Graphs, Grade 5.
ED 092 609
Anchor Test Study. Final Report. Volume 9, Equating Procedure, Comparison Graphs, Grade 6.
ED 092 610
Anchor Test Study. Final Report. Volume 10, Equating Method, Comparison Graphs, Grade 6.
ED 092 611
Anchor Test Study. Final Report. Volume 11, Subgroup Equating Tables, Boys, Grades 4, 5, and 6.
ED 092 612
Anchor Test Study. Final Report. Volume 12, Subgroup Equating Tables, Girls, Grades 4, 5, and 6.
ED 092 613
Anchor Test Study. Final Report. Volume 13, Subgroup Equating Tables, High IQ Children, Grades 4, 5, and 6.
ED 092 614
Anchor Test Study. Final Report. Volume 14, Subgroup Equating Tables, Medium IQ Children, Grades 4, 5, and 6.
ED 092 615
Anchor Test Study. Final Report. Volume 15, Subgroup Equating Tables, Low IQ Children, Grades 4, 5, and 6.
ED 092 616
Anchor Test Study. Final Report. Volume 16, Subgroup Equating Tables, Caucasian Children, Grades 4, 5, and 6.
ED 092 617
Anchor Test Study. Final Report. Volume 17, Subgroup Equating Tables, Black Children, Grades 4, 5, and 6.
ED 092 618
Anchor Test Study. Final Report. Volume 18, Subgroup Equating Tables, Spanish Surnamed Children, Grades 4, 5, and 6.
ED 092 619
Anchor Test Study. Final Report. Volume 19, Subgroup Equating Tables, High SES Children, Grades 4, 5, and 6.
ED 092 620
Anchor Test Study. Final Report. Volume 20, Subgroup Equating Tables, Medium SES Children, Grades 4, 5, and 6.
ED 092 621
Anchor Test Study. Final Report. Volume 21, Subgroup Comparison Graphs, Low SES Children, Grades 4, 5, and 6.
ED 092 622
Anchor Test Study. Final Report. Volume 22, Subgroup Comparison Graphs, Linear Equating Method, Grade 4.
ED 092 623
Anchor Test Study. Final Report. Volume 23, Subgroup Comparison Graphs, Equipercentile Equating Method, Grade 4.
ED 092 624
Anchor Test Study. Final Report. Volume 24, Subgroup Comparison Graphs, Linear Equating Method, Grade 5.
ED 092 625
Anchor Test Study. Final Report. Volume 25, Subgroup Comparison Graphs, Equipercentile Equating Method, Grade 5.
ED 092 626
Anchor Test Study. Final Report. Volume 26, Subgroup Comparison Graphs, Linear Equating Method, Grade 6.
ED 092 627
Anchor Test Study. Final Report. Volume 27, Subgroup Comparison Graphs, Equipercentile Equating Method, Grade 6.
ED 092 628
Anchor Test Study. Final Report. Volume 28, Pretest Information Form.
ED 092 629
Anchor Test Study. Final Report. Volume 29, Ancillary Data Obtained on Individual Pupils.
ED 092 630
Anchor Test Study. Final Report. Volume 30, Norms Comparisons, Conditional Error of Equating, Quality Control Results, Convergence of Equating Iterations.
ED 092 631
Anchor Test Study Supplement. Final Report. Volume 31, Project Report.
ED 092 632
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- Family Day Care in Denmark. ED 092 249
- Group Day Care in Denmark: A Century and a Half of Experience. ED 092 252
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Model Teacher - School Dental Hygiene Program. ED 092 548
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ED 092 390

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ED 092 309//

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ED 092 338

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Classificational Preference in Young Children: Form or Color? ED 092 362

Development of Understanding of Selected Science Phenomena in Young Children. ED 092 340//

Keep Out! ED 091 614

Middle-Class and Lower-Class Children: Expectations in First Grade. ED 092 219

Teacher-Pupil Transaction in Bi-racial Classrooms; Implications for Instruction. ED 092 294

Elementary School Teachers

An Analysis of the Training, Attitudes, and Competence of the Preservice Elementary Teacher in Science Education at the University of Oregon. ED 092 310//

Assessing the Effectiveness of a Competency-Based Physics Program for Elementary Teachers. ED 092 369

A Descriptive Study of Teacher Education Programs for Navajo Indian College Students. ED 092 296

The Effect of Selected Modes of Feedback on Teacher Behavior in a Microteaching Situation. ED 092 326//

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The Prediction of Subject Matter Bias Related to Science in the Elementary Schools. ED 092 361

Elementary Secondary Education Act Title III

An Annotated Catalog of Environmental Learning Resources. ED 092 387

Environmental Learning Experiences for Kindergarten Through Second Grade. ED 092 389

Environmental Learning Experiences for Grades Three and Four. ED 092 390

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Group Forces in Instruction: Relationship to Learning. A Student and Teacher Training Program in Small Group Learning Functions. ED 092 382//

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Understanding Young Children: Emotional and Behavioral Development and Disabilities. ED 092 258

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Balthazar Scales of Adaptive Behavior: II. Scales of Social Adaption. ED 092 570//

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The Effects of Group Size and Training Duration on the Development of Interpersonal Communication Skills. ED 091 648

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Differentiated Staffing: A Procedure for Implementation. ED 092 521

Employment Services

Directory of Special Programs for Minority Group Members, 1974: Career Information Services, Employment Skills Banks, Financial Aid. ED 091 503//

Occupational Information for ES (Employment Service) Counseling: An Evaluation of Occupational Information Access System Pilot Use in Three Portland Employment Division Offices. ED 091 589

Employment Trends

Louisiana Annual Rural Manpower Report. MA 5-79, 1973. ED 092 286

Energy

Energy. Key to the Future. Teaching Techniques for the Understanding and Conservation of Energy. K-12. ED 092 395

Environmental Education: Strategies for Wise Use of Energy. ED 092 376

Energy Conservation

The Learning Tree: The Energy Crisis, Environment & Careers. ED 092 418

Engineering Education

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Statistics on Women and Minority Students in Engineering, April 1974. ED 092 031

English

The Grammatical Theory of Contrastive Analysis: A New Approach. ED 091 944

Training English Teachers for Texas Community Colleges. ED 092 209

English (Second Language)

The Crucial Variable in TESOLD: The Teacher. ED 091 948

Error Analysis in the Adult EFL Classroom. ED 091 950

Linguistic Capacity Index. ED 091 753

Litigating the Rights of the Bilingual School Child to Equal Educational Opportunity. ED 091 940

Teaching English as a Second Language in the Middle Grades. ED 091 930

Test of Language Judgment. ED 091 716

A Test of Spoken English. ED 091 770

English Curriculum

Language: A Composition Curriculum. ED 091 681

- Representative Guidelines for Teaching Composition: Grades 7-13. ED 091 685//
- Studies in Scarlet: An Approach to Mystery Fiction as a Literature Elective. ED 091 705
- English Education**
- An Examination of an Experiential Sophomore Program in English Teacher Education. ED 091 679//
- English Instruction**
- Composition Opinionnaire: The Student's Right to Write. ED 091 729
- Creative Approaches to the Teaching of English: Secondary. ED 091 698//
- The Effects of a Teacher's Instructional Behavior on Black Students' Mastery of Standard English. Triple "T" Project Monograph Series, No. 3. ED 092 488
- English and the Two-Year College. ED 091 714
- Focus: Teaching by Genre. ED 091 697
- A Handbook of Short Courses in Dialect Studies for K-12 Teachers. ED 091 710
- The Metamorphosis: "An English Major Awoke One Morning from Uneasy Dreams He Found Himself Transformed into an English Teacher." ED 091 706
- Multi-Ethnic Literature: An Annotated Bibliography on European Ethnic Group Life in America. ED 091 701
- Science Fiction in the English Class. ED 091 691
- The Teaching of English Usage. ED 091 678//
- English Literature**
- Christopher Smart. ED 091 674//
- English Programs**
- An Examination of an Experiential Sophomore Program in English Teacher Education. ED 091 679//
- English Teachers**
- Training English Teachers for Texas Community Colleges. ED 092 209
- Enlisted Men**
- An Analysis of Air Force Reading Improvement Programs: Results of USAF Survey Number 73-89. ED 091 666
- Variables Related to Pre-Service Cannabis Use in a Sample of Air Force Enlistees. ED 091 635
- Enrichment Activities**
- Activities for Elementary School Mathematics Enrichment. ED 092 380
- Strategies to Affect Student Awareness of Natural and Social Environments in Outdoor Education: A Resource Guide. ED 092 300
- Enrollment**
- 1973 Annual Report. Coordinating Board Texas College and University System. ED 092 023
- Campus Statistics: Fall Quarter 1973 and Year 1972-1973. ED 092 043
- Foreign Medical Students in the Americas: 1971-72. ED 091 955
- Higher Education and the Steady State. ER-IC/Higher Education Research Report No. 4 1974. ED 091 965
- Statistics on Women and Minority Students in Engineering, April 1974. ED 092 031
- Enrollment Rate**
- Enrollment and Attendance: 1964-1974. ED 092 203
- Enrollment Trends**
- Enrollment of Minority Doctoral Students by Institution and Program. ED 092 030
- The Higher, the Fewer. Report and Recommendations: Committee to Study the Status of Women in Graduate Education and Later Careers. Submitted to: The Executive Board of the Graduate School, The University of Michigan, Ann Arbor, Michigan, March 1974. ED 092 024
- Statistical Abstract of Higher Education in North Carolina, 1973-74. Research Report 1-74. ED 091 977
- Tenth Annual Report and Recommendations of the Maryland Council for Higher Education Presented to His Excellency, The Governor and The General Assembly of the State of Maryland. ED 091 969
- Update Study of the Financial Condition of Independent Higher Education in Pennsylvania. ED 091 995
- Entropy**
- Entropy in Rhetoric. ED 091 683
- Environment**
- Access: The Santa Barbara Regional Pilot Process. ED 092 143
- International Development and the Human Environment. An Annotated Bibliography. ED 092 370//
- Environmental Education**
- Air Pollution Technology: A Suggested Two-Year Post High School Curriculum. ED 092 335
- An Annotated Catalog of Environmental Learning Resources. ED 092 387
- A Bibliography of Classic and Current Materials in Ecology and Environment. ED 092 461
- A Conceptual Scheme for Population-Environment Studies. Experimental Edition Revised. ED 092 334//
- The Development and Evaluation of an Elementary Environmental Attitudes Program. ED 092 393
- Earth Control and Investigations: Training Course 1974. ED 092 397
- The Education of Population Scientists. ED 092 444
- Energy, Key to the Future. Teaching Techniques for the Understanding and Conservation of Energy, K-12. ED 092 395
- Environmental Education at Post Secondary Level. The Training of Generalists and Specialists. ED 092 403
- Environmental Education at Post Secondary Level. Courses for Educators, Decision-Makers and Members of Professions Concerned With the Environment. ED 092 404
- Environmental Education: Strategies for Wise Use of Energy. ED 092 376
- Environmental Exchange, A Beginning. ED 092 396
- Environmental Learning Experiences for Kindergarten Through Second Grade. ED 092 389
- Environmental Learning Experiences for Grades Three and Four. ED 092 390
- Environmental Learning Experiences for Grades Five and Six. ED 092 391
- Florida Master Plan and Action Guide for Environmental Education. Reprint with Florida Mini-Grant Program Appended. ED 092 372
- The Learning Tree: The Energy Crisis, Environment & Careers. ED 092 418
- Life Science Through Field Experiences, Science (Experimental): 5311.14. ED 092 358
- Multidisciplinary Environmental Education Activities. ED 092 374
- Natural Resources. Environmental Education Instructional Unit. Final Edition. ED 092 379
- Ohio Environmental Education Areas. ED 092 386
- Open Education in the Secondary School. ED 092 398//
- Pollution. Environmental Education Instructional Unit. Final Edition. ED 092 378
- Population. Grades 7-12. Environmental Education Instructional Unit. Final Edition. ED 092 377
- A Process Model Showing How a Federal Government Agency, Such as the Tennessee Valley Authority, Can Utilize Its Resources to Cooperate With Other Agencies in the Development of Environmental Education Programs for the Tennessee Valley Region. ED 092 354
- A Proposed Plan for Environmental Education in Rhode Island. ED 092 399
- Resident Outdoor Education. A Planning Guide. ED 092 388
- The Role of the Humanities in Environmental Education. ED 092 437
- Strategies for Multidisciplinary Environmental Education. ED 092 373
- Environmental Influences**
- Air Pollution Technology: A Suggested Two-Year Post High School Curriculum. ED 092 335
- Housing Patterns in Relation to Educational Achievement. Project SIMU School: Santa Clara County Component. ED 091 808
- The Impact of Individuals, Organizational Structure, and Environment on Organizational Innovation. Research and Development Memorandum No. 124. ED 091 856
- [Media Ecology: Communication as Context]. ED 091 785
- Open Area Study. Final Report. ED 091 850
- Physicians' Views of Medical Practice in Non-metropolitan Communities. ED 092 290
- Environmental Research**
- Accession Bulletin, Volume 1 Number 1, January 1970. ED 092 343
- Composting of Municipal Solid Wastes in the United States. ED 092 347
- Methods of Predicting Solid Waste Characteristics. ED 092 344
- Solid Waste Management: A List of Available Literature, October 1972. ED 092 350
- Solid Waste Management in Recreational Forest Areas. ED 092 348
- Environmental Studies Project**
- Open Education in the Secondary School. ED 092 398//
- Equal Education**
- Academic Environments and Elementary School Achievement. ED 091 858
- Annual Report of the U. S. Commissioner of Education, March 31, 1974. ED 091 841
- Competency Based Education and the Culturally Different: A Role of Hope, or More of the Same? ED 092 522
- The Federal Commitment to Education. ED 091 839
- The Many Doors of the Community College: A Project Summary. ED 092 200
- New Programs of State School Aid. ED 091 848
- Recommendations for Action: Report from the Colorado Conference on Stereotyping in Education. ED 092 472
- Sex Role Stereotyping in the Schools. ED 091 623

Equalization Aid

Major Changes in School Finance: Statehouse Scorecard. Research Brief, Vol. 2, No. 2.

ED 091 827

New Programs of State School Aid.

ED 091 848

Equal Opportunities (Jobs)

Career Development and Motivation and Equal Employment Opportunity.

ED 091 583

Equal Protection

Women and Social Security: Law and Policy in Five Countries.

ED 091 575

Equated Scores

Anchor Test Study. Final Report. Project Report.

ED 092 601

Anchor Test Study. Final Report. Volume 2, Equating Tables, Error of Equating, and Correlations, Grade 4.

ED 092 603

Anchor Test Study. Final Report. Volume 3, Equating Tables, Error of Equating, and Correlations, Grade 5.

ED 092 604

Anchor Test Study. Final Report. Volume 4, Equating Tables, Error of Equating, and Correlations, Grade 6.

ED 092 605

Anchor Test Study. Final Report. Volume 5, Equating Procedure, Comparison Graphs, Grade 4.

ED 092 606

Anchor Test Study. Final Report. Volume 6, Equating Method, Comparison Graphs, Grade 4.

ED 092 607

Anchor Test Study. Final Report. Volume 7, Equating Procedure, Comparison Graphs, Grade 5.

ED 092 608

Anchor Test Study. Final Report. Volume 8, Equating Method, Comparison Graphs, Grade 5.

ED 092 609

Anchor Test Study. Final Report. Volume 9, Equating Procedure, Comparison Graphs, Grade 6.

ED 092 610

Anchor Test Study. Final Report. Volume 10, Equating Method, Comparison Graphs, Grade 6.

ED 092 611

Anchor Test Study. Final Report. Volume 11, Subgroup Equating Tables, Boys, Grades 4, 5, and 6.

ED 092 612

Anchor Test Study. Final Report. Volume 12, Subgroup Equating Tables, Girls, Grades 4, 5, and 6.

ED 092 613

Anchor Test Study. Final Report. Volume 13, Subgroup Equating Tables, High IQ Children, Grades 4, 5, and 6.

ED 092 614

Anchor Test Study. Final Report. Volume 14, Subgroup Equating Tables, Medium IQ Children, Grades 4, 5, and 6.

ED 092 615

Anchor Test Study. Final Report. Volume 15, Subgroup Equating Tables, Low IQ Children, Grades 4, 5, and 6.

ED 092 616

Anchor Test Study. Final Report. Volume 16, Subgroup Equating Tables, Caucasian Children, Grades 4, 5, and 6.

ED 092 617

Anchor Test Study. Final Report. Volume 17, Subgroup Equating Tables, Black Children, Grades 4, 5, and 6.

ED 092 618

Anchor Test Study. Final Report. Volume 18, Subgroup Equating Tables, Spanish Surnamed Children, Grades 4, 5, and 6.

ED 092 619

Anchor Test Study. Final Report. Volume 19, Subgroup Equating Tables, High SES Children, Grades 4, 5, and 6.

ED 092 620

Anchor Test Study. Final Report. Volume 20, Subgroup Equating Tables, Medium SES Children, Grades 4, 5, and 6.

ED 092 621

Anchor Test Study. Final Report. Volume 21, Subgroup Equating Tables, Low SES Children, Grades 4, 5, and 6.

ED 092 622

Anchor Test Study. Final Report. Volume 22, Subgroup Comparison Graphs, Linear Equating Method, Grade 4.

ED 092 623

Anchor Test Study. Final Report. Volume 23, Subgroup Comparison Graphs, Equipercentile Equating Method, Grade 4.

ED 092 624

Anchor Test Study. Final Report. Volume 24, Subgroup Comparison Graphs, Linear Equating Method, Grade 5.

ED 092 625

Anchor Test Study. Final Report. Volume 25, Subgroup Comparison Graphs, Equipercentile Equating Method, Grade 5.

ED 092 626

Anchor Test Study. Final Report. Volume 26, Subgroup Comparison Graphs, Linear Equating Method, Grade 6.

ED 092 627

Anchor Test Study. Final Report. Volume 27, Subgroup Comparison Graphs, Equipercentile Equating Method, Grade 6.

ED 092 628

Anchor Test Study. Final Report. Volume 30, Norms Comparisons, Conditional Error of Equating, Quality Control Results, Convergence of Equating Iterations.

ED 092 631

Anchor Test Study Supplement. Final Report. Volume 31, Project Report.

ED 092 632

Anchor Test Study Supplement. Final Report. Volume 32, Equating Tables, Grades 4, 5, and 6.

ED 092 633

Anchor Test Study Supplement. Final Report. Volume 33, Error of Equating, Correlations, Conditional Error of Equating, Procedure Comparison Graphs, Individual Norms and School Mean Norms, Norms Comparisons, Grades 4, 5, and 6.

ED 092 634

Equivalency Tests

Equivalency Testing: A Major Issue for College English.

ED 091 702

Proficiency Testing for Physical Education.

ED 092 546

Error Patterns

Analysis, Classification, and Frequency of Systematic Error Computational Patterns in the Addition, Subtraction, Multiplication, and Division Vertical Algorithms for Grades 2-6 and Special Education Classes.

ED 092 407

Error Analysis in the Adult EFL Classroom.

ED 091 950

Eskimos

Educational Provisions for the Alaskan Natives Since 1867.

ED 092 306//

Effects of Attitude and Intelligence Variables Upon the English Language Achievement of Alaskan Eskimo Children.

ED 092 293

Systems of Education for the Alaska Native Population.

ED 092 276//

Training of Native Teachers in Quebec.

ED 092 275//

Essays

Effects of Two Types of Teacher Response to Essays upon Twelfth Grade Students' Growth in Writing Performance.

ED 091 686//

Ethics

"The Social Responsibility of the Social Scientist."

ED 092 432

Ethnic Groups

Can We Get Rid of Dialectal Discrimination in College Admission Tests?

ED 091 692

Housing Patterns in Relation to Educational Achievement. Project SIMU School: Santa Clara County Component.

ED 091 808

[Integrating Asian-Americans into the Business Community].

ED 091 582

Ethnic Relations

Children and Intercultural Education: Some Minorities Speak Out; Overview and Research; Are There Unwanted Guests in Your Classroom?

ED 092 649

Ethnic Stereotypes

"Misunderstanding China" Unit.

ED 092 421

Recommendations for Action: Report from the Colorado Conference on Stereotyping in Education.

ED 092 472

Ethnic Studies

"Misunderstanding China" Unit.

ED 092 421

Multi-Ethnic Guide, An Introduction. Working Draft.

ED 092 449

Multi-Ethnic Literature: An Annotated Bibliography on European Ethnic Group Life in America.

ED 091 701

Europe

The Training and Career Structures of Educational Researchers. Report of the Working Party of the Educational Research Committee.

ED 092 555

European History

Learning Activity Package, Social Studies 102, LAPs 10 Through 16.

ED 092 450

Evaluation

A Comparison of Manual and Computer Searches of the Chemical Evolution and Origin of Life Literature.

ED 092 114

An Evaluation Guide for Adult Basic Education Programs.

ED 091 537

Exploring Competency Based Education.

ED 092 483//

Federal Programs for Young Children: Review and Recommendations. Volume 2: Review of Evaluation Data for Federally Sponsored Projects for Children.

ED 092 231

MICA, 1972-73. Outcome Evaluation Report.

ED 092 381

A Study on the Validity and Reliability of a Questionnaire on Student Attitude Toward Economics.

ED 092 430

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part J, Evaluate Instructional Materials.

ED 092 512

Training Primary EMH Children to Use an Automated Student Response System (SRS). Research Report No. 741.

ED 092 108

The Use and Evaluation of Interest Inventories and Simulations.

ED 092 568

User Survey of Day Care Publications: Usefulness, Relevancy, and Timeliness of Certain Office of Child Development Publications. Summary Report.

ED 092 253

Evaluation Criteria

An Analysis of Social Criteria and Triggering Mechanisms for Extended Unemployment Benefits.

ED 091 586

Competency-Based Teacher Education; Group 1 Report of the Education Priorities Division of the Speech Communication Association.

ED 091 787

Criteria for Evaluating State Education Accountability Systems.

ED 092 577//

ERIC Abstracts: A Collection of ERIC Document Resumes on Program Evaluation. ERIC Abstracts Series, Number 33.

ED 091 800

Evaluating Teachers for Professional Growth. Current Trends in School Policies & Programs. An Education U.S.A. Special Report.

ED 091 846

The Evaluation of Training with Specific Emphasis on Criteria. ED 091 594//

The Impact of the Nongraded School. ED 091 807

An Open, Person-Centered Approach to Performance-Based Teacher Education. ED 092 212

School Psychological Services Handbook. ED 091 629

[Statement by Dr. Helen Wise, President, NEA, to the Symposium—"Statewide Educational Assessment: Coexistence or Confrontation"]. ED 092 576

Evaluation Methods

Attitude Development Through Outdoor Education. Penn State HPER Series No. 1. ED 092 302//

Composition Rating Scale. ED 091 721

Cooperative Preparation and Rating of Essay Tests. ED 091 750

The Development and Try-Out of a System of Evaluating Programs of Vocational Teacher Education. ED 092 586

Evaluating and Reporting Progress, Individualized Teacher Preparation. ED 092 330//

Evaluating Teachers for Professional Growth. Current Trends in School Policies & Programs. An Education U.S.A. Special Report. ED 091 846

Evaluation: Elementary and Secondary Education. A Report to the Governor and Members of the Legislature Prepared Pursuant to Section 3602 of the Education Law. ED 091 871

Evaluation of a Public Tax-Supported Alternative School. ED 092 589

Evaluation of Teaching. Memo to the Faculty; Memo No. 53 February 1974. ED 092 025

The MSA (Minnesota Student Association) Method of Teaching Evaluation. ED 091 988

Philosophy and Methodologies for the Evaluation of Innovative and Nontraditional Programs. A Report of the National Dissemination Project for Post-Secondary Education. ED 092 190

Planning for the Evaluation of the PLATO and TICCIT Computer-Based Instructional Systems: The Comparison of Performance for Community College Students. ED 092 565

Preparation for Parenthood. Evaluation Plan and Program Evaluation. ED 091 632

Rhetorical Strategy: A Dramatistic Interpretation. ED 091 792

Sager Writing Scale. ED 091 723

A Scale for Evaluation of High School Student Essays. ED 091 733

A System for Cost Analysis. ED 092 638

Evaluation Techniques

Accountable Evaluation for Improvement. ED 091 859

Competency Based Teacher Education: Teacher Training for Multi-Cultural Education. ED 092 486

ERIC Abstracts: A Collection of ERIC Document Resumes on Program Evaluation. ERIC Abstracts Series, Number 33. ED 091 800

An Evaluation Guide for Adult Basic Education Programs. ED 091 537

Home Start Evaluation Study. Interim Report III: Evaluation Plan 1973-1974. ED 092 227

Objectives, Evaluation, and Grading in Interpersonal Communication Courses: An Experiential Perspective. ED 091 786

A Preview of Recent Findings About EMH Students to Films. Research Report No. 744. ED 092 110

Report on National Coordinated Evaluation of Five Models for Language Arts/Reading Centers. ED 091 711

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part F, Develop Diagnostic and Evaluate Tests. ED 092 508

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part J, Evaluate Instructional Materials. ED 092 512

Testing in Reading: Assessment and Instructional Decision Making. ED 091 669

Examiners

Anchor Test Study. Final Report. Volume 28, Pretest Information Form. ED 092 629

Anchor Test Study. Final Report. Volume 29, Ancillary Data Obtained on Individual Pupils. ED 092 630

Exceptional Child Education

Basic Education Rights for the Hearing Impaired. 1973 Annual Report. ED 091 887

The Behavior Modification Audio-Visual Directory. ED 091 885

Classes for Children with Learning Difficulties. End of Project Report. ED 091 888

Curriculum Guidelines for Exceptional Children: EMR 1970-71 Revision. ED 091 902

Directory of Head Start Audiovisual Professional Training Materials. ED 091 881

Directory of Head Start Instructional Materials. ED 091 882

Education and Rehabilitation of Deaf Persons with Other Disabilities. ED 091 908

Education of the Blind and People with Weak Sight in the USSR. ED 091 900

Gifted and Talented Curriculum; A Selective Bibliography. Exceptional Child Bibliography Series No. 656. ED 091 914

Here Comes the Sun: Directory of Summer Programs for Handicapping Conditions. ED 091 886

Instructional Materials for Science. ED 091 892

Meyer Children's Rehabilitation Institute Teaching Program for Young Children. [Prescriptive Teaching Program for Multiply Handicapped Nursery School Children]. ED 091 880

Professional Training Programs for Personnel in Special Education. ED 091 893

Selected Readings in Early Education of Handicapped Children. ED 091 884

The Social Studies Curriculum Guide for Teenage Educable Mentally Retarded Pupils. ED 091 907

Special Education: A Mandate to Louisiana Schools. ED 091 894

Special Education [Fifth Chapter of "Education in the USSR"]. ED 091 921

Special Education Scope and Sequence. Grades 1 - 12. ED 091 875

A Study of Teacher-Pupil Interactions Involving Individualized Media Resources. Observation Report No. 746. ED 092 111

Television for Deaf People: Selected Projects. ED 091 909

Working with Families: A Manual for Developmental Centers. ED 091 879

Ya "See" What We Mean: Teaching the Blind to Ski. ED 091 911

Your Down's Syndrome Child...You Can Help Him Develop from Infancy to Adulthood. ED 091 891

Exceptional Children

Creative Dramatics for All Children.

Subject Index 195

ED 091 771

Exceptional Child Research

The Comparative Motor and Affective Benefits of Three Physical Education Programming Techniques Used with Emotionally Impaired Children. ED 091 905

A Comparison of Normal and Mentally Retarded Children on a Perceptual Learning Task. ED 091 877

Effects of Mixed and Unmixed Criterion Questions. Observational Report No. 7226. ED 092 107

The Effects of Pretesting Educable Mentally Handicapped Children in Filmstrip Evaluation. Research Report No. 736. ED 092 106

Identifying a Nonverbal Aptitude Measure for Use in Counseling Secondary Level Mentally Retarded Pupils. ED 091 913

Individualized Diagnosis and Program Planning for Process Learning Deficits in Mathematics. ED 091 878

An Investigation of the Effects of Transporting EMH Students to a Media Evaluation Site. Observational Report No. 731. ED 092 103

The Organization of Education for Learning Handicapped Pupils: A Review and Recommendations. ED 091 912

Problems of Psychology of Mentally Retarded Children. ED 091 919

The Relationship of Developmental Level with Science Performance: A Case for an Alternative to IQ Grouping of Mildly Retarded Children? ED 091 876

Reports by the Members of the Institution of Defectology of the APS USSR/Moscow to the First Congress of the International Association for the Scientific Study of Mental Deficiency. ED 091 920

The Role of Research and Evaluation in EMH Curriculum Development: Project MATH. ED 091 903

A Study of the Effects on Special Programs for Exceptional Students Upon the Implementation of the Florida Finance Program. Final Report, Volume 1. ED 091 917

A Study of the Effects on Special Programs for Exceptional Students Upon the Implementation of the Florida Finance Program. Final Report, Volume 2. ED 091 918

Verifying Sample Size Concerns. Research Report No. 737. ED 092 105

Exceptional Child Services

General Principles of Organisation of Production. ED 091 899

To Live and Work. ED 091 896

Organisation of Recreation for the Blind in the USSR. ED 091 898

Prevention of Blindness in the USSR. ED 091 897

Raising the Welfare of the Blind in the USSR. ED 091 895

Silent Minority. ED 091 915

A Survey of State Laws to Remove [Architectural] Barriers. ED 091 922

Utilizing Resources in the Handicapped Services Field: A Directory for Head Start Personnel. ED 091 883

Exchange Programs

Open Doors 1973. Report on International Exchange. ED 091 958

Exercise (Physiology)

Corrective Physical Education. Revised Edition. ED 092 564

A Movement Approach to Educational Gymnastics. ED 092 498//

196 Subject Index

- Sport for All. Exercise and Health. ED 092 560
Weight Training for Strength and Power. ED 092 527
- Expectation**
Middle-Class and Lower-Class Children: Expectations in First Grade. ED 092 219
- Expenditure Per Student**
A Cost Analysis of Day Care in Denmark. ED 092 247
- Expenditures**
At the Crossroads: A Report on the Financial Condition of the Forty-Eight Liberal Arts Colleges Previously Studied in "The Golden Years, The Turning Point." No. 2. ED 092 049
Public Assistance for Minnesota Indians, Calendar Year, 1970. ED 092 267
Public Assistance for Minnesota Indians, Calendar Year, 1971. ED 092 268
Public Assistance for Minnesota Indians, Calendar Year, 1972. ED 092 269
- Experimental Programs**
Manpower Economic Education and the Transition from School to Work. (Impact on a Cohort of Ohio Secondary School Students). ED 091 581
- Experimental Schools**
Southeast Alternatives, 1974. [Minneapolis Public Schools.] ED 092 433
- Experimental Teaching**
Research in Instructional Methods. ED 092 185
- Experiments**
Perceptual, Evaluative and Behavioral Changes Through Externally Mediated Self-Confrontation; Explorations and Experiments in Microsettings. ED 092 154
- Expositions**
Community Information Expositions; Issue-Oriented Displays and Popular Understanding of Social Problems. ED 092 084
- Expository Writing**
A Scale for Evaluation of High School Student Essays. ED 091 733
- Extended School Year**
ERIC Abstracts: A Collection of ERIC Document Resumes on the Year-Round School. ERIC Abstracts Series, Number 31. ED 091 798
Extended School Year Study: Brick Township Public Schools. ED 091 864
- Extension Education**
Reaching and Teaching Young Families: A Handbook for Extension Staff. ED 091 566
- External Degree Programs**
Promising Program Ventures: A Review of Recent Developments Regarding the External Degree. ED 091 536
Western Conference on External Degree Programs Proceedings. ED 091 991
- Facility Guidelines**
Sport for All. Low Cost Sports Halls. ED 092 561
- Facility Planning**
Jail Management. Book 6: Jail Planning. ED 091 549
Sport for All. Low Cost Sports Halls. ED 092 561
- Faculty**
Minority Report - 1973. ED 092 046
- Failure Factors**
The Education of Black Americans. ED 092 646//
- The Invisible Prison. An Analysis of Barriers to Inmate Training and Post-Release Employment in New York and Maine. ED 091 498
- Fair Use**
Copyright Law Revision. Hearings Before the Subcommittee on Patents, Trademarks, and Copyrights of the Committee on the Judiciary United States Senate, Ninety-Third Congress. First Session. ED 092 082
- Family (Sociological Unit)**
Childhood and Socialization. Recent Sociology No. 5. ED 092 222//
- Family Environment**
Family Day Care in Denmark. ED 092 249
How to Start and Operate a Day Care Home. ED 092 223//
- Family Influence**
A Study of Three Chippewa Families at Warroad, Minnesota and Their Historical and Cultural Contributions. ED 092 304
- Family Life**
The Role of Home Economics in Career Education. ED 091 580
- Family Life Education**
Reaching and Teaching Young Families: A Handbook for Extension Staff. ED 091 566
The Role of Home Economics in Career Education. ED 091 580
- Family Planning**
Situation Report--Austria, Cameroon, Canada, Czechoslovakia, Denmark, Egypt, France, German Federal Republic, Greece, Hungary, Irish Republic, Jamaica, Malta, Norway, Sabah, Sarawak, Spain, Tahiti (French Polynesia), Tonga, Turkey, and United Kingdom. ED 092 405
The Timing and Spacing of Births and Women's Labor Force Participation: An Economic Analysis. ED 091 617
- Family Programs**
Mountain-Plains Education and Economic Development Program, Inc. Research and Development in Career Education. Mountain-Plains Briefing Memo. ED 091 530
Reaching and Teaching Young Families: A Handbook for Extension Staff. ED 091 566
- Family Role**
Working with Families: A Manual for Developmental Centers. ED 091 879
- Farm Labor**
The Condition of Farmworkers and Small Farmers in 1973. Report to the National Board of the National Sharecroppers Fund/Rural Advancement Fund. ED 092 281
Human Relations Training for Social Educators, Teachers and Other Agency Personnel Serving Migrant Children, Section I-B, Component IV: The Economic and Legal Scene. Curriculum Statement. ED 092 283
- Farm Labor Legislation**
Human Relations Training for Social Educators, Teachers and Other Agency Personnel Serving Migrant Children, Section I-B, Component IV: The Economic and Legal Scene. Curriculum Statement. ED 092 283
- Fear**
Israeli Pre-School Children During War Time Stress: Their Knowledge and Interpretation of the 1973 War. ED 092 238
- Feasibility Studies**
Extended School Year Study: Brick Township Public Schools. ED 091 864
- The Wired Public Library: Who Needs It? What Will It Cost? Who Will Pay For It? ED 092 138
- Federal Aid**
Annual Report of the U. S. Commissioner of Education, March 31, 1974. ED 091 841
A Catalog of Federal Assistance Relating to Recreation and Physical Education for the Handicapped. ED 092 492
Education: Who Should Pay the Bills? ED 091 852
Federal Assistance to Desegregating School Districts: A Report on Activities From August 1970 to September 1972. September 1972 to March 1973, and April 1973 to September 1973. ED 092 658
The Federal Commitment to Education. ED 091 839
Public Assistance for Minnesota Indians, Calendar Year, 1970. ED 092 267
Public Assistance for Minnesota Indians, Calendar Year, 1971. ED 092 268
Public Assistance for Minnesota Indians, Calendar Year, 1972. ED 092 269
South Dakota Indian Recipients of Social Welfare, December 1973. ED 092 266
Testimony [of John C. Rainer]. Hearings Before the Senate Appropriations Subcommittee on the Interior and Related Affairs, May 11, 1973. ED 092 271
Toward a Common Goal. ED 091 851
- Federal Courts**
Judicial Process, Grade Eight. Resource Unit (Unit V). ED 092 423
- Federal Government**
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Information Needs and Bibliographic Problems of the Anthropology Departments at U. N. C. and Duke University. ED 092 178

Initial Teaching Alphabet

Questions and Answers About i.t.a. ED 091 656

A Six-Year Experiment in the Use of the Initial Teaching Alphabet (i.t.a.) in the Teaching of Reading. ED 091 658

Inner City

The Effects of Performance Objectives on the Achievement Level of Selected Eighth-Grade Science Pupils in Four Predominantly Black Inner City Schools. ED 092 315//

Final Evaluation, Title VII, Community School District No. 10. Bilingual Mini School. ED 092 657

A Final Report of the Brownsville Community Council's Advocacy Planning Unit. ED 092 637

Promising Practices: A Guide to Replication. Principal's Directory. ED 092 647

A Study of the New York University Clinic for Learning Project: Whitelaw Reid Junior High School (JHS 57). ED 092 636

Innovation

Alternative Television: Status, Trends and Issues. ED 092 113

Input Output Analysis

Variable-Length Message Transmission for Distributed Loop Computer Networks (Part I). ED 092 152

Inquiry Training

Data on the Human Crisis: Teacher's Guide. Data on the Human Crisis: A Handbook for Inquiry. ED 092 417//

A Study of Student Verbal Behaviors in Inquiry and Noninquiry Settings in Biology. ED 092 367

Inservice Education

Counselors' and Supervisors' Perceptions of Professional Development Practices. ED 091 628

An Evaluative Study of the University of California, Irvine/Golden West College Cooperative Science Improvement Project. ED 092 325

Integrating the Desegregated School: A Model for the In-Service Education of School Personnel. ED 092 474

Inservice Programs

Training Child Care Workers in Denmark: II. Training Family Helpers and Family Day Care Mothers. ED 092 251

Inservice Teacher Education

Classroom Organization, Individualized Teacher Preparation. ED 092 329//

Evaluating and Reporting Progress, Individualized Teacher Preparation. ED 092 330//

The Ford Training and Placement Program. Progress Report. ED 092 533

A Handbook of Short Courses in Dialect Studies for K-12 Teachers. ED 091 710

Individualizing In-Service Teacher Preparation for ISCS Teachers. ED 092 401

MICA, 1972-73. Outcome Evaluation Report. ED 092 381

Project Success Environment: A Practical Program for Implementing Behavior Modification in Urban Elementary Schools. ED 092 554

Rationale for Individualization, Individualized Teacher Preparation. ED 092 331//

Report on National Coordinated Evaluation of Five Models for Language Arts/Reading Centers. ED 091 711

Institutional Administration

Department Affiliation and Faculty Reference Group: Some Effects on Faculty Opinions. ED 091 959

Insights into Higher Education: Selected Writings of CSHE, 1969-73. Volume 1: Governance. ED 091 978

Jail Management. Book 1: Administration of Jail Operations. ED 091 544

Jail Management. Book 2: Personnel and Fiscal Management. ED 091 545

Jail Management. Book 3: Jail and Community Corrections Programs. ED 091 546

Jail Management. Book 4: Community Relations. ED 091 547

Jail Management. Book 5: Legal Problems. ED 091 548

Jail Management. Book 6: Jail Planning. ED 091 549

Institutional Facilities

Jail Management. Book 6: Jail Planning. ED 091 549

School Property: The Legality of Its Use and Disposition. ERIC/CEM State-of-the-Knowledge Series, Number 26. NOLPE Second Monograph Series on Legal Aspects of School Administration, Number 5. ED 091 802

Institutional Research

Enrollment and Attendance: 1964-1974. ED 092 203

Graphics; For Regional Policy Making, a Preliminary Study. ED 092 139

An Interim Report of the EPDA, Part F, Performance-Based Education Project at Northern Montana College. ED 092 532

KOCE-TV Needs-Assessment Surveys. Communications Pattern Survey. ED 092 191

Postdoctoral Education at the University of California, San Diego. ED 091 979

Putting the Electronics Curriculum to the Test. ED 092 204

Review and Analysis of the Survey on Evaluation of the Third College Senate. ED 092 181

Institutional Role

Child Advocacy in Denmark: 70 Years of Experience with This "New" Idea. ED 092 250

Institution Libraries

Recommended Collections for Prison Law Libraries. ED 092 085

Institutions

Access; The Santa Barbara Regional Pilot Process. ED 092 143

A Study of the Effects on Special Programs for Exceptional Students Upon the Implementation of the Florida Finance Program. Final Report, Volume 1. ED 091 917

A Study of the Effects on Special Programs for Exceptional Students Upon the Implementation of the Florida Finance Program. Final Report, Volume 2. ED 091 918

Instruction

Activities for Elementary School Mathematics Enrichment. ED 092 380

A Comparison Between Two Laboratory Programs Designed to Develop an Understanding of Hypothesis Formation and Testing. ED 092 313//

A Comparison of Structured and Unstructured Modes of Teaching Science Process Activities. ED 092 360

Energy, Key to the Future. Teaching Techniques for the Understanding and Conservation of Energy, K-12. ED 092 395

Environmental Exchange, A Beginning. ED 092 396

An Experimental Study of the Science Curriculum Improvement Study Involving Fourth Graders' Ability to Understand Concepts of Relative Position and Motion Using the Planetarium as a Testing Device. ED 092 309//

The Feasibility of Teaching Selected Concepts Related to the Particle Nature of Matter to Students in Grades Two Through Six. ED 092 316//

Group Forces in Instruction: Relationship to Learning. A Student and Teacher Training Program in Small Group Learning Functions. ED 092 382//

Investigation of an Instructional Treatment Designed to Alter Reacting Behaviors of Prospective Secondary Science Teachers. ED 092 318//

Multidisciplinary Environmental Education Activities. ED 092 374

Pupil Growth in Classification Skills as a Consequence Measure of Learning Site on Preservice Elementary Teachers. ED 092 375//

Report on the Instructional Use of the Computer. Vol. 1, Types of Uses. ED 092 086

Report on the Instructional Use of the Computer. Vol. 2, Costs. ED 092 087

Reports on Mathematics Education Literature, 1969-1973. ED 092 412

Strategies for Multidisciplinary Environmental Education. ED 092 373

A Study of the Effects of Two Types of Science Instructional Materials on Student Achievement, Perceptions, Retention and Extensional Learning. ED 092 323//

A Study of the Identification of Classroom Practices of Teachers in the Use of Three New Junior High School Science Curricular Programs. ED 092 311//

A Study of the Learning by Discovery Controversy in Science Teaching. ED 092 321//

The Use of Behavioral Objectives by Basic Vocational Science Students. ED 092 392

206 Subject Index

Instructional Aids

Aviation Education Through Building an Airplane. Advisory Circular 20-86. ED 091 507

Instructional Assistance Program

Instructional Assistance Program. Final Report, 1972-73. Research and Development Report, Vol. 7, No. 47. ED 091 824

Instructional Design

The Principles of Economics Courses at San Jose State College: A Report of the Economics Curriculum Seminar. ED 092 443

Task Analysis - Its Relation to Content Analysis. ED 092 588

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part G, Formulate Instructional Strategies. ED 092 509

Instructional Improvement

AIBS Education Review, Vol. 2, No. 4. ED 092 332

The Effects of a Teacher's Instructional Behavior on Black Students' Mastery of Standard English. Triple "T" Project Monograph Series, No. 3. ED 092 488

Instructional Development Agencies in Higher Education. ED 091 997

Instructional Innovation

Educational Technology: Progress and Promise. The Report of the National Council for Educational Technology for the Years 1967 - 1973. ED 092 073//

Instructional Development Agencies in Higher Education. ED 091 997

Philosophy and Methodologies for the Evaluation of Innovative and Nontraditional Programs. A Report of the National Dissemination Project for Post-Secondary Education. ED 092 190

Remedial Programs: Are They the Panacea or the Problem? A Report of the National Dissemination Project for Post-Secondary Education. ED 092 189

What We Have Learned about the I/D/E/A/ Change Program for Individually Guided Education . . . An Interim Report. ED 092 524

Instructional Materials

An Annotated Catalog of Environmental Learning Resources. ED 092 387

Cataloging Guide for Instructional Materials Used in Livonia Public Schools Instructional Materials Centers. ED 092 134

A Conceptual Scheme for Population-Environment Studies. Experimental Edition Revised. ED 092 334//

Consumer Education: A Conceptual Structure and Planning Guide for Senior High Schools in Wisconsin. ED 091 515

Digestion, Excretion and Metabolism, Science (Experimental): 5346.03. ED 092 356

Directory of Head Start Audiovisual Professional Training Materials. ED 091 881

Directory of Head Start Instructional Materials. ED 091 882

Early School Admissions Program: Staff Handbook. Revised Edition. ED 092 644

Early School Admissions Program: Suggested Guide for Curriculum Implementation. ED 092 645

Environmental Exchange, A Beginning. ED 092 396

Instructional Materials for Science. ED 091 892

Instructional Materials in Consumer Education: Interpersonal Relations. ED 091 514

Introduction to Ecology of South Florida Species, Science (Experimental): 5365.41. ED 092 357

Life Science Through Field Experiences, Science (Experimental): 5311.14. ED 092 358

Materials for Nursery School Teachers. ED 092 214

Mathematics Program for Grade 1. De Soto Parish Curriculum Guide. ED 092 409

The Media Program and the Utilization of Instructional Materials for Minorities. Workshop Proceedings, June 12-13, 1973. ED 092 123

Meyer Children's Rehabilitation Institute Teaching Program for Young Children. [Prescriptive Teaching Program for Multiply Handicapped Nursery School Children]. ED 091 880

Multidisciplinary Environmental Education Activities. ED 092 374

Natural Resources. Environmental Education Instructional Unit. Final Edition. ED 092 379

Pollution. Environmental Education Instructional Unit. Final Edition. ED 092 378

Population. Grades 7-12. Environmental Education Instructional Unit. Final Edition. ED 092 377

Science Fiction in the English Class. ED 091 691

Special Education Scope and Sequence. Grades 1 - 12. ED 091 875

A Study of the Effects of Two Types of Science Instructional Materials on Student Achievement, Perceptions, Retention and Extensional Learning. ED 092 323//

Teacher Corps Teacher Education Materials Bibliography: The Bambi Collection. ED 092 544

A Technology for Developing Instructional Materials. Vol. 1, User's Manual. ED 092 501

A Technology for Developing Instructional Materials. Vol. 2, Orientation. ED 092 502

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part D, State Criterion and Preparatory Objectives. ED 092 506

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part E, Plan Simulation Based on Instructional and Logistical Needs. ED 092 507

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part I, Develop Instructional Materials. ED 092 511

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part J, Evaluate Instructional Materials. ED 092 512

A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part X, Index. ED 092 513

A Technology for Developing Instructional Materials. Vol. 4, Workbook. ED 092 514

A Technology for Developing Instructional Materials. Vol. 5, Final Exercises. ED 092 515

Training of Teachers, Parent Educators, PAC, Administrators, in Florida Parent Education Follow Through Model. Final Report. ED 092 218

Value Clarification: Clarifying Relationships Between Science and Society Using the Concept of the Value Sheet. ED 092 408

Instructional Materials Centers

Final Report on the 1972-1973 Media Learning Systems Design and Administration Training Project in Educational Communications. ED 092 116

Indiana School Libraries: A Decade of Progress. ED 092 131

Library Lit. 4; The Best of 1973. ED 092 132//

Training for Educational Media Design. An Inquiry Carried Out on Behalf of the Department of Communication Design, Leeds Polytechnic. Working Paper No. 9. ED 092 078//

Instructional Media

Instructional Materials for Science. ED 091 892

Library Materials for Schools in Appalachia. ED 092 127

Master State Plan for Public Telecommunications. Part II. ED 092 156

Media Taxonomies and Media Selection. ED 092 067

Notes on Case Studies of Instructional Media Projects. ED 092 145

Preparing Self Instructional Programs: A Self Instructional Approach. Unit I, General Content Description. Unit II, Planning and Designing a Self-Instructional Unit. Unit III, Revising and Individualizing a Self-Instruction Package. Unit IV, Updating, Revision, and Implementation. ED 092 176

Training for Educational Media Design. An Inquiry Carried Out on Behalf of the Department of Communication Design, Leeds Polytechnic. Working Paper No. 9. ED 092 078//

Instructional Programs

Planning Educational Programs: The Advocate Approach. ED 091 863

Swimming and Water Safety. Grades K-12. Curriculum Bulletin No. 12, 1967-68. ED 092 552

Instructional Systems

The Analysis and Development of an Adaptive Instructional Model(s) for Individualized Technical Training: Phase I. ED 092 174

Instructional Technology

The Effectiveness of CAI. ED 092 074

Final Report on the 1972-1973 Media Learning Systems Design and Administration Training Project in Educational Communications. ED 092 116

Media Taxonomies and Media Selection. ED 092 067

Instructional Television

Virginia: A TV Social Studies Experience. A Background Paper. ED 092 069

Insurance Programs

Women and Social Security: Law and Policy in Five Countries. ED 091 575

Integration Effects

Integrating the Desegregated School: Some Observations and Suggestions. ED 092 473

Integration Litigation

[Achievements in Civil Rights Enforcement, 1964-74, and a Tentative Assessment of What the Future Holds. A Tenth Anniversary Statement]. ED 091 867

Integration Methods

Integrating the Desegregated School: Some Observations and Suggestions. ED 092 473

Integrating the Desegregated School: A Model for the In-Service Education of School Personnel. ED 092 474

Integration Plans

A Plan for the Further Desegregation of the University System of Georgia. ED 092 021

Intellectual Development

Changes with Time in the Content of Children's Drawings: A Longitudinal Study with the "Draw-a-Classroom Test." ED 092 234

Feminine Intellectual Decline During Adolescence. ED 091 620

Understanding Young Children: Intellectual Development and Intellectual Disabilities. ED 092 261

Intelligence

The Intellectual Strengths of Black Children and Adolescents: A Challenge to Pseudo Science. ED 092 656

Intelligence Differences

Feminine Intellectual Decline During Adolescence. ED 091 620
Long Term Effects of Drug Use on General Mental Ability. ED 091 636

Intelligence Level

A Comparison of Normal and Mentally Retarded Children on a Perceptual Learning Task. ED 091 877

Intelligence Tests

Racial Discrimination Through Mental Testing: A Social Critic's Point of View. IRCD Bulletin, No. 42, May 1973. ED 092 648
The Relationship of Developmental Level with Science Performance: A Case for an Alternative to IQ Grouping of Mildly Retarded Children? ED 091 876

Intensive Business Training

Curriculum Guide for Vocational Teacher-Coordination of Intensive Business Training. ED 091 604

Interaction Process Analysis

Client-Therapist Complementarity and Therapeutic Outcome. ED 091 646
The Effects of Group Size and Training Duration on the Development of Interpersonal Communication Skills. ED 091 648
A Study of Teacher-Pupil Interactions Involving Individualized Media Resources. Observation Report No. 746. ED 092 111

Interagency Cooperation

A Multi-Agency Center for Educational Planning in Santa Clara County. Project SIMU School: Santa Clara County Component. ED 091 809
A Process Model Showing How a Federal Government Agency, Such as the Tennessee Valley Authority, Can Utilize Its Resources to Cooperate With Other Agencies in the Development of Environmental Education Programs for the Tennessee Valley Region. ED 092 354

Interagency Coordination

Na Ala Hele (Trails for Walking). ED 092 559
Patient Education Leads to Better Care for Heart Patients. ED 091 534

Intercollegiate Programs

Women's Athletics: Coping with Controversy. ED 092 550

Intercommunication

Nondecision-Making and Developmental Process. ED 091 640

Intercultural Programs

A Plan for Working with Students in a Cross-Cultural Education Program. ED 091 643

Interdisciplinary Approach

Environmental Education: Strategies for Wise Use of Energy. ED 092 376
Multidisciplinary Environmental Education Activities. ED 092 374
Natural Resources. Environmental Education Instructional Unit. Final Edition. ED 092 379
Pollution. Environmental Education Instructional Unit. Final Edition. ED 092 378
Population. Grades 7-12. Environmental Education Instructional Unit. Final Edition. ED 092 377

Strategies for Multidisciplinary Environmental Education. ED 092 373

Interest

The Rating Game: Report of the Twentieth Century Fund Task Force on Municipal Bond Credit Rating. ED 091 812//

Interest Tests

The Use and Evaluation of Interest Inventories and Simulations. ED 092 568

Interference (Language Learning)

The Concept of Linguistic Difficulty. Working Papers in Linguistics, Volume 3, Number 4. ED 091 927
The Grammatical Theory of Contrastive Analysis: A New Approach. ED 091 944

Interinstitutional Cooperation

The Administration of Universities. Summary Record of Working Party on University Administrative Systems, Paris, 5-8 October, 1966. Papers-8. ED 092 034
A Computerized System for Multi-Institutional Filing and Reporting of Continuing Education Units: Policies and Procedures, Forms, Instructions, and Computer Printout. ED 091 611
International University Co-operation: Summary Record of a Working Party on International University Co-operation. Papers-9. ED 092 028
Report of the Fifth General Conference of the International Association of Universities 1970. ED 092 038

Intermediate Grades

Natural Resources. Environmental Education Instructional Unit. Final Edition. ED 092 379
Pollution. Environmental Education Instructional Unit. Final Edition. ED 092 378
Population. Grades 7-12. Environmental Education Instructional Unit. Final Edition. ED 092 377
Teaching English as a Second Language in the Middle Grades. ED 091 930

Intermediate Science Curriculum Study

An Analysis of Qualities of Self-Directedness as Related to Selected Characteristics of I.S.C.S. Students. ED 092 355
Classroom Organization, Individualized Teacher Preparation. ED 092 329//
Evaluating and Reporting Progress, Individualized Teacher Preparation. ED 092 330//
Rationale for Individualization, Individualized Teacher Preparation. ED 092 331//

Intermode Differences

The Effects of Summation of Audiovisual and Textual Instructional Cues on Student Achievement. ED 092 166
Teacher-Pupil Transaction in Bi-racial Classrooms; Implications for Instruction. ED 092 294

International Education

Children and International Education. ED 092 468
Council of Europe News-Letter 2/74. ED 092 406
Data on the Human Crisis: Teacher's Guide. Data on the Human Crisis: A Handbook for Inquiry. ED 092 417//
Environmental Education at Post Secondary Level. The Training of Generalists and Specialists. ED 092 403
Environmental Education at Post Secondary Level. Courses for Educators, Decision-Makers and Members of Professions Concerned With the Environment. ED 092 404

New Patterns of Courses and New Degree Structures. ED 092 009

A Report of the First Thirty Months: January 1967 to June 1969. Policies and Activities. ED 091 975
The University and the Canadian North. Inventory of Classes, Research and Special Projects. ED 092 007

International Institute on the Community College

Education in Transition-Search for a New Balance. Proceedings, Fourth Annual International Institute on the Community College, June 11-14, 1973, Lambton College, Sarnia, Ontario, Canada. ED 092 199

International Organizations

The President's Review and Annual Report 1973. The Rockefeller Foundation. ED 092 005

International Programs

CIRF Publications. No. 4. ED 091 543
Information for Science and Technology: The International Scene. ED 092 095
The Nature and Function of Literacy: Sociology, Cybernetics, Politics. ED 091 556
Planning, Programing, and Administration of Functional Literacy. ED 091 555
Research and Training Opportunities Abroad and Foreign Curriculum Consultants in the United States 1975-76. ED 091 946
Training for Functional Literacy. ED 091 557

Internship Programs

The Role of the Agency Supervisor. ED 092 013

Interpersonal Competence

Let's Get It Together: Education and Experiences in Human Relations. ED 092 484
Teacher Approaches to the Resolution of Value Conflicts. ED 092 445

Interpersonal Relationship

Client-Therapist Complementarity and Therapeutic Outcome. ED 091 646
The Effects of Group Size and Training Duration on the Development of Interpersonal Communication Skills. ED 091 648
Instructional Materials in Consumer Education: Interpersonal Relations. ED 091 514
Proxemics. ED 091 860

Interpretive Reading

Bibliography of Studies in Oral Interpretation, 1972. ED 091 778

Interschool Communication

Structure, Decision-Making, and Communication in the Waterloo County School System. An Evaluation Report. ED 091 834

Intervention

An Annotated Bibliography on Mental Health in the Schools 1970-1973. ED 091 637
Federal Programs for Young Children: Review and Recommendations. Volume 2: Review of Evaluation Data for Federally Sponsored Projects for Children. ED 092 231

Interviews

Conversation with Clark Kerr. [Qualities of the Ideal College/University Board of Trustees]. ED 092 060

Intonation

Aspects of Intonation in Vernacular White and Black English Speech. ED 091 923

208 Subject Index

Item Analysis

- The Evaluation of Mastery Test Items. Final Report. ED 092 593

Job Application

- No Experience Necessary: A Guide to Employment for the Female Liberal Arts Graduate. ED 091 506//

Job Development

- Job Development: What It Is and How to Do It. A Report of the National Dissemination Project for Post-Secondary Education. ED 092 186

Job Market

- From College Girl to Working Woman. ED 091 532//

Job Placement

- An Aggressive Post-Secondary Career Placement Program. ED 091 631
Project Worker: Manual for Career Placement Aides. ED 091 561

Jobs

- From College Girl to Working Woman. ED 091 532//

Job Satisfaction

- Manpower Economic Education and the Transition from School to Work. (Impact on a Cohort of Ohio Secondary School Students). ED 091 581

Job Tenure

- Tenure: A Selected Bibliography. ED 091 986

Job Training

- CIRF Publications. No. 4. ED 091 543
Custodial Basic Skills Manual. ED 091 513

Journalism

- Journals of Education for the Professions: A Preliminary Study. ED 091 973
Media Power: Who Is Shaping Your Picture of the World? ED 091 689//
A Newspaper Career and You. ED 091 695
The Press and the Bolivian National Revolution. ED 091 708
Yearbook Know-How: A Guide for Senior High Yearbook Staffs. ED 091 696

Judges

- Highway Safety Workshop for Traffic Court Judges: Trainer's Manual. ED 091 587
Highway Safety Workshop for Traffic Court Judges: Participant's Reference Manual. ED 091 588

Junior Colleges

- Factors Related to and Predictive of Residual Reading Gains for a Junior College Population. ED 091 655//
Self-Pace Mastery Learning as Applied to Introductory Sociology. ED 092 182
Speech Communication in the Community-Junior College: Proposals for Development. ED 091 782
State-Level Planning for Community Colleges: Are the 1202 Commissions a Centripetal or Centrifugal Force in Postsecondary Education? Essays on Education, No. 4. ED 092 202
Technical-Vocational-Occupational Five Year Follow-Up Study, 1967-1972. Phase I, Descriptive Statistics. ED 092 180

Junior College Students

- An Aggressive Post-Secondary Career Placement Program. ED 091 631
Community College Program for High Ability Students. ED 092 197

An Investigation of the Relationship Between Students' Participation in Traditional or "New Science" and Subsequent Participation, Performance, and Perception of the Study of Science. ED 092 317//

Junior High Schools

- Electricity Electronics for Intermediate and Junior High Schools. ED 091 554
Guidelines for Interscholastic Athletic Programs for Junior High School Girls. Revised 1972. ED 092 526
A Study of the New York University Clinic for Learning Project: Whitelaw Reid Junior High School (JHS 57). ED 092 636
What Should Constitute the Curriculum of Black Schools and How Much Parent Participation? ED 092 652

Junior High School Students

- An Analysis of Qualities of Self-Directedness as Related to Selected Characteristics of I.S.C.S. Students. ED 092 355
Dimensions of Science Interest Activity from Racially Different Junior High School Populations. ED 092 342//

Kansas

- Library Services and Construction Act (LSCA) Annual Program, State of Kansas, Fiscal Year 1974, Title I. ED 092 072
Survey of the Frequency of Electronic Media Production in Kansas Senior High Schools During 1972-73 School Year. ED 092 148

Kentucky

- Financing the Public Schools of Kentucky. ED 091 805
Highlights of Early Teacher Training in Kentucky. ED 092 530

Kerr (Clark)

- Conversation with Clark Kerr. [Qualities of the Ideal College/University Board of Trustees]. ED 092 060

Kindergarten Children

- Development of Understanding of Selected Science Phenomena in Young Children. ED 092 340//
Israeli Pre-School Children During War Time Stress: Their Knowledge and Interpretation of the 1973 War. ED 092 238

Laboratory Equipment

- Classroom Organization, Individualized Teacher Preparation. ED 092 329//

Laboratory Schools

- TTT Develops a Math Laboratory. Triple "T" Project Monograph Series, No. 2. ED 092 490

Laboratory Training

- TTT Develops a Math Laboratory. Triple "T" Project Monograph Series, No. 2. ED 092 490

Labor Economics

- Some Basic Readings and References in World-of-Work Economic Education, Annotated Bibliography. ED 092 462

Labor Force

- The Timing and Spacing of Births and Women's Labor Force Participation: An Economic Analysis. ED 091 617

Labor Legislation

- Migratory Farmworker Problems and Needs. ED 092 282

Labor Unions

- A Comparison of Union Construction Workers Who Have Achieved Journeyman Status Through Apprenticeship and Other Means. ED 091 579

Land Use

- Ohio Environmental Education Areas. ED 092 386

Language Arts

- Communication in Secondary School Language Arts Curricula; Group 2 Report of the Education Priorities Division of the Speech Communication Association. ED 091 788
Hidden Agendas: The View from Minority Students on "Keep This Nigger Boy Runnin." ED 091 703
Reading and Individualizing in the Language Arts: Proceedings of the 1971 and 1972 Summer Reading Conferences at Western Washington State College, Reading Center. ED 091 670
Report on National Coordinated Evaluation of Five Models for Language Arts/Reading Centers. ED 091 711
Rystrom Reading Comprehension Test. ED 091 732
Sager Writing Scale. ED 091 723

Language Development

- The Current Status of the Linguistic Relativity Hypothesis. Working Papers in Linguistics, Volume 4, Number 2. ED 091 924
K-Ratio [Kernel Structure] Index. ED 091 722
Language Planning: Current Issues and Research. ED 091 938//
Linguistic Structures Repetition Test with Directions for Scoring. ED 091 746
Morpheme Knowledge Test. ED 091 730
Noun Plural Development Test. ED 091 718
The Test of Cognition with Scoring Guide, Literature Review, and Description of Data Analyses in Progress. ED 091 766
Test of Language Judgment. ED 091 716
Understanding Young Children: Language Development and Language Disabilities. ED 092 260

Language Handicaps

- Understanding Young Children: Language Development and Language Disabilities. ED 092 260

Language Instruction

- A Brief Guide to Bilingual Education. ED 091 932
The Educational Use of Linguistics. ED 091 939
Elementary Maninka-Kan. Final Report. ED 091 945
The Grammatical Theory of Contrastive Analysis: A New Approach. ED 091 944
Linguistics: A Composition Curriculum. ED 091 681
Linguistic Capacity Index. ED 091 753

Language Patterns

- Aspects of Intonation in Vernacular White and Black English Speech. ED 091 923
The Effect of the Utilization of Selected Sociolinguistic Concepts and Skills on Attitudes of Prospective Teachers. ED 091 677//
A Typological View of Metathesis. Working Papers on Language Universals, No. 7. ED 091 937

Language Planning

- Language Planning: Current Issues and Research. ED 091 938//

Language Programs

- The Educational Use of Linguistics. ED 091 939

Language Role

- The Current Status of the Linguistic Relativity Hypothesis. Working Papers in Linguistics, Volume 4, Number 2. ED 091 924

Language Skills

Accountability and the Composition Program: Implications of the Regents Testing Program of the University System of Georgia.

ED 091 682

The Effects of Cross-Age Teaching Experiences in Language Achievement, Self Concept, and School Sentiment of Eleventh Graders Who Teach Language Arts to Fourth Graders. Final Report.

ED 092 535

The Test of Cognition with Scoring Guide, Literature Review, and Description of Data Analyses in Progress.

ED 091 766

Language Universals

A Sample Research Strategy in Language Universals. Working Papers on Language Universals, Number 6.

ED 091 936

Some Cross-Linguistic Generalizations About Yes-No Questions and Their Answers. Working Papers on Language Universals, No. 7.

ED 091 942

Some Patterns of Occurrence and Formation of Syllable Structures. Working Papers on Language Universals, No. 6.

ED 091 941

Language Usage

Language Planning: Current Issues and Research.

ED 091 938//

The Stylistics of Belief.

ED 091 693

The Teaching of English Usage.

ED 091 678//

Latent Trait Theory

Psychometric Analysis of Developmental Stage Data.

ED 092 572

Law Enforcement

[Achievements in Civil Rights Enforcement, 1964-74, and a Tentative Assessment of What the Future Holds. A Tenth Anniversary Statement].

ED 091 867

Drug Enforcement Administration.

ED 091 630

Law in a Free Society Project

A Review of the Law in a Free Society Project, 1970-1972.

ED 092 420

Law Instruction

Guidelines for the Approval of Legal Assistant Education Programs.

ED 091 578

A Review of the Law in a Free Society Project, 1970-1972.

ED 092 420

Survey and Analysis of School Related Law and Citizenship Educational Programs in America.

ED 092 422

Laws

Compendium of Copyright Office Practices. 1973 Revisions.

ED 092 099

Copyright and Education. A Guide to the Use of Copyright Material in Educational Institutions. Working Paper No. 8.

ED 092 077//

Survey and Analysis of School Related Law and Citizenship Educational Programs in America.

ED 092 422

Layout (Publications)

Yearbook Know-How: A Guide for Senior High Yearbook Staffs.

ED 091 696

Leaders Guides

Guidelines for Local Governments on Solid Waste Management.

ED 092 346

Managing Highway Maintenance: Instructor's Manual for Management by Objectives Review, Unit 11, All Levels.

ED 091 574

Leadership

Academic Leadership: Of What or Of Whom?

ED 092 008

Leadership Responsibility

State Leadership in Postsecondary Education: A Balance of Powers.

ED 092 055

The Stewardship of Trustees and the President.

ED 092 057

Leadership Training

Interdisciplinary Doctoral Program on Young Children, Indiana University.

ED 092 531

Lead Poisoning

Statistics and Epidemiology of Lead Poisoning (FY 72-L1).

ED 092 542

Learning

Cognitive Effects of Media in Interaction with Learners' Traits.

ED 092 120

Comparison of Content Structure and Cognitive Structure in the Learning of Probability.

ED 092 371

The Effects of Pretesting Educable Mentally Handicapped Children in Filmstrip Evaluation. Research Report No. 736.

ED 092 106

Learning Activities

Energy, Key to the Future. Teaching Techniques for the Understanding and Conservation of Energy, K-12.

ED 092 395

Environmental Education: Strategies for Wise Use of Energy.

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Multidisciplinary Environmental Education Activities.

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Learning Activity Package, American Civics 92, LAPs 1 Through 3 and 5 Through 9.

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Learning Activity Package, American Civics 94, LAPs 1 Through 4 and 6 Through 9.

ED 092 456

Learning Activity Package, American Civics 91, LAPs 1 Through 6.

ED 092 470

Learning Activity Package, Civics 93, LAPs 1 Through 4 and 6 Through 9.

ED 092 457

Learning Activity Package, Social Studies 102, LAPs 10 Through 16.

ED 092 450

Learning Activity Package, Social Studies 113, LAPs 19 Through 27.

ED 092 451

Learning Activity Package, Social Studies 114, LAPs 20 Through 27.

ED 092 452

Learning Activity Package, Social Studies 103, LAPs 10 Through 18.

ED 092 453

Learning Activity Package, Social Studies 104, LAPs 10 Through 18.

ED 092 454

Learning Activity Package, Social Studies 112, LAPs 17 Through 25.

ED 092 458

Learning Activity Package, Social Studies 124, LAPs 29 Through 34.

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- AMA and Allied Health Manpower. ED 091 509

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Medical Education

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- AMA and Allied Health Manpower. ED 091 509
- Basic Training Program for Emergency Medical Technician Ambulance: Course Guide. ED 091 512
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- The Future of Medical Education. ED 092 333//
- Learning Processes in a Basic Sciences Curriculum. ED 092 400
- Postdoctoral Training in the Biomedical Sciences: An Evaluation of NIGMS [National Institute of General Medical Sciences] Postdoctoral Traineeship and Fellowship Programs. ED 092 062//
- Sources of Knowledge Utilized in Curriculum Change in Nursing Education. ED 091 511
- Systems Analysis in Health Manpower Education: A Bibliography. ED 091 576
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- Factors Affecting Medical Services Utilization: A Behavioral Approach. ED 092 495
- A General Survey of Free Clinics As Alternatives To Existing Health Care Institutions. ED 091 615

Medical Students

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- Individual Study, Pretesting, and Serial Mastery as Strategies in Teaching School Concepts. ED 092 121

Mental Health

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- To Evaluate the Effectiveness of Achievement Motivation Training for Mental Patients Being Rehabilitated to the Community: Goal Planning in Mental Health Rehabilitation. ED 091 593//

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- Teacher Preparation and Certification. Position Statement and Recommendations. ED 091 890

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- Bibliography: Indians of North America, Mexican American, Negroes--Civil Rights. An Annotated List. ED 092 301
- Carrascolendas: Evaluation of a Spanish/English Educational Television Series Within Region XIII. Final Report. Evaluation Component. ED 092 089
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- Periodicals of Interest to a Spanish-Speaking Community. ED 092 270
- A Synthesis of Theories and Research on the Effects of Teaching in First and Second Languages: Implications for Bilingual Education. ED 092 265
- Teacher-Pupil Transaction in Bi-racial Classrooms: Implications for Instruction. ED 092 294

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- An Assessment of the Michigan Accountability System. ED 091 821
- Automotive and Power Service: Cluster Guide. ED 091 526
- Clothing and Textile Services: Cluster Guide. ED 091 525
- Construction: Cluster Guide. ED 091 524
- Distribution: Cluster Guide. ED 091 523
- Food Preparation and Service: Cluster Guide. ED 091 522
- Graphics and Communication Media: Cluster Guide. ED 091 521
- Health Occupations: Cluster Guide. ED 091 520
- Manufacturing: Cluster Guide. ED 091 519
- Office and Business Occupations: Cluster Guide. ED 091 518

- Vocational Education/Special Education Program Guide. ED 091 528

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- The First Book of Information Science. ED 092 136

Microteaching

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- Perceptual, Evaluative and Behavioral Changes Through Externally Mediated Self-Confrontation; Explorations and Experiments in Microsettings. ED 092 154
- Self- and Supervisor-Feedback in Microteaching by Pre-Service Teachers. ED 092 312//

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- Exemplary Programs for Migrant Children. ED 092 278

Migrant Problems

- Migratory Farmworker Problems and Needs. ED 092 282

Migrant Workers

- Human Relations Training for Social Educators, Teachers and Other Agency Personnel Serving Migrant Children, Section I-B, Component IV: The Economic and Legal Scene. Curriculum Statement. ED 092 283
- Migratory Farmworker Problems and Needs. ED 092 282

Migration Patterns

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- A Pattern for Better Living. ED 092 289

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- HumRRO's Literacy Research for the U.S. Army: Developing Functional Literacy Training. ED 091 596
- An Investigation and Demonstration of Methodologies for Determining the Reading Skills and Requirements of Air Force Career Ladders. ED 091 660
- [Survey of Department of Defense full-time fully funded graduate and undergraduate education programs]. ED 092 047
- Variables Related to Pre-Service Cannabis Use in a Sample of Air Force Enlistees. ED 091 635

Minnesota

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ED 092 016

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ED 092 267

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ED 092 123

Segregation and School Learning.

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Models

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ED 091 586

An Application of the Rasch Simple Logistic Model to Tailored Testing.

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ED 092 120

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ED 091 787

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ED 092 483//

Extending the Model of Program Evaluation: Career Graduates and Their Employers.

ED 092 183

A General Model of a Postsecondary Education Commission for the State of Florida.

ED 091 982

Models, Analysis and Interpretation of Education Trustee Voting Behavior.

ED 091 830

Multivariate Profile Analysis of Split-Split Plot Designs and Growth Curve Analysis of Multivariate Repeated Measures Designs.

ED 092 587

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ED 092 292

The Purpose of Analytical Models from the Perspective of a Data Provider.

ED 091 980

Report on National Coordinated Evaluation of Five Models for Language Arts/Reading Centers.

Some Methodological Considerations for School Effectiveness Studies.

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Symbolic Modeling of Exploration.

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A Systematic Approach and the Use of Instructional Objectives As An Aid in Teaching.

ED 091 651

Trends and Problems in Comparison Studies of Early Childhood Education Models.

ED 092 241

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ED 092 128

Monte Carlo Methods

A Monte Carlo Study of Levene's Test of Homogeneity of Variance: Empirical Frequencies of Type I Error in Normal Distributions.

ED 092 581

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ED 092 583

Montessori Method

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ED 092 224//

Moral Development

We Don't Call It Moral Education: American Children Learn About Values.

ED 092 467

Moral Values

Psychometric Analysis of Developmental Stage Data.

ED 092 572

Morphemes

Morpheme Knowledge Test.

ED 091 730

Motion

A Movement Approach to Educational Gymnastics.

ED 092 498//

Motivation

To Evaluate the Effectiveness of Achievement Motivation Training for Mental Patients Being Rehabilitated to the Community: Goal Planning in Mental Health Rehabilitation.

ED 091 593//

Motivation in Work Organizations.

ED 091 542//

Motivation Techniques

Motivation in Work Organizations.

ED 091 542//

Motorcycles

Motorcycle Area Design and Location: Impacts on the Recreational Experiences of Riders and Nonriders.

ED 092 553

Motor Development

The Comparative Motor and Affective Benefits of Three Physical Education Programming Techniques Used with Emotionally Impaired Children.

ED 091 905

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ED 092 325

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ED 092 166

The Effects of Visual-Haptic Training on Reading Achievement.

ED 091 653//

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ED 092 246//

Municipalities

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ED 092 144

The Rating Game: Report of the Twentieth Century Fund Task Force on Municipal Bond Credit Rating.

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ED 092 539

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ED 092 124

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Music Libraries

ED 092 096

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ED 091 705

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ED 092 292

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ED 091 635

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ED 091 890

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Planning AA/BA Articulation. A Report of the National Dissemination Project for Post-Secondary Education. ED 092 188

Recruiting: The Problem of Attrition. A Report of the National Dissemination Project for Post-Secondary Education. ED 092 187

Remedial Programs: Are They the Panacea or the Problem? A Report of the National Dissemination Project for Post-Secondary Education. ED 092 189

National Education Association

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National Libraries

An Integrated Information System for the National Library of Canada. A Summary of the Systems Development Project. ED 092 083

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National Organizations

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Negro Colleges

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Aspects of Intonation in Vernacular White and Black English Speech. ED 091 923

Black Dialect? Or Black Face? ED 091 713

Giving and Taking Directions. ED 091 728

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Ryström Dialect Test, and Testing Negro-Standard English Dialect Differences. ED 091 759

Negro Education

The Education of Black Americans. ED 092 646//

The Many Doors of the Community College: A Project Summary. ED 092 200

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Bibliography: Indians of North America, Mexican American, Negroes--Civil Rights. An Annotated List. ED 092 301

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Infant Care and Motor Development in Rural Kenya: Some Preliminary Data on Precocity and Deficit. ED 092 288

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- Newspapers**
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The Press and the Bolivian National Revolution. ED 091 708
- New York City**
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Noun Plural Development Test. ED 091 718
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Nongradedness: Supporting Theory To Guide Practice. ED 091 832
- Nonparametric Statistics**
Monte Carlo Study of the Power of H-Test Compared to F-Test When Population Distributions Are Different in Form. ED 092 583
Multivariate Profile Analysis of Split-Split Plot Designs and Growth Curve Analysis of Multivariate Repeated Measures Designs. ED 092 587
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The Classical Performing Arts of India. ED 092 415
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- North Carolina**
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- Novels**
Novel Reading Maturity Scale. ED 091 762
- Number Concepts**
Activities for Elementary School Mathematics Enrichment. ED 092 380
- Nurses**
Project Med-Vet. ED 092 193
- Nursing**
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Sources of Knowledge Utilized in Curriculum Change in Nursing Education. ED 091 511
- Nutrition**
Food Is More Than Just Something To Eat. ED 092 543
- Nutrition Instruction**
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- OASIS**
OASIS General Introduction. ED 092 011
- Objectives**
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A Movement Approach to Educational Gymnastics. ED 092 498//
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An Analysis of Cluster Plans for Secondary School Industrial Education and Career Education. ED 091 591
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Job Development: What It Is and How to Do It. A Report of the National Dissemination Project for Post-Secondary Education. ED 092 186
Occupational Information for ES (Employment Service) Counseling: An Evaluation of Occupational Information Access System Pilot Use in Three Portland Employment Division Offices. ED 091 589
Value Development Employment Module. ED 091 645
- Occupational Home Economics**
Career Education in Home Economics. ED 091 529//
- Occupational Information Access System**
Occupational Information for ES (Employment Service) Counseling: An Evaluation of Occupational Information Access System Pilot Use in Three Portland Employment Division Offices. ED 091 589
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Policies and Standards for the Approval of Occupational Secondary Schools, Revised for 1973-1974. ED 091 551
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- Office Occupations Education**
Curriculum Guide for Vocational Teacher-
Coordinators of Intensive Business Training.
ED 091 604
Office and Business Occupations: Cluster
Guide. ED 091 518
Secretarial Practice for High Schools.
ED 091 585
- Office of Child Development**
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Annual Report of the U. S. Commissioner of Education, March 31, 1974. ED 091 841
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Starting Over. ED 091 531//
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A Technical Index of Interactive Information Systems. Final Report. ED 092 163
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- Oral English**
K-Ratio [Kernel Structure] Index. ED 091 722
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Motivation in Work Organizations. ED 091 542//
Organizational Development: The Role of Communication in Diagnosis, Change, and Evaluation. ED 091 793
Theory in the Study of Organizations and Administrative Structures: A New Perspective. ED 091 828
- Organizational Theories**
High School Rules and Decision-Making Procedures as Sources of School Stability. A Report. ED 091 870
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- Organizations (Groups)**
Communication Directory, 1973-1974. ED 091 795
The Nature and Origins of the Carnegie Commission on Higher Education. ED 091 984
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The Role of Packaging in Solid Waste Management 1966 to 1976. ED 092 349
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Auditory-Perceptual Learning in Educable Mentally Retarded Children. Research Report No. 747. ED 092 112
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A Guide to Recycled Papers: Problems, Sources, and Samples. ED 092 353//
- Paraprofessional School Personnel**
Differentiated Staffing: A Brief Statement. ED 091 873
Differentiated Staffing: A Procedure for Implementation. ED 092 521
Project Worker: Manual for Career Placement Aides. ED 091 561
Training Child Care Workers in Denmark: II. Training Family Helpers and Family Day Care Mothers. ED 092 251
- Parent Child Relationship**
Children and Drugs. ED 091 612
- Parent Counseling**
Group Treatment for Parents of Handicapped Children. ED 091 904
- Parent Education**
Education for Parents of Preschoolers: An Abstract Bibliography. ED 092 255
Home Start Evaluation Study. Case Study Summaries. ED 092 228
Parenting. ED 092 237
Project Patrol: Evaluation (Second Operational Year) and Proposal for Continuation Grant (Third Operational Year). ED 092 215
The Sensible Book. A Celebration of Your Five Senses. ED 092 246//
Working with Families: A Manual for Developmental Centers. ED 091 879
Your Down's Syndrome Child...You Can Help Him Develop from Infancy to Adulthood. ED 091 891
- Parenthood Education**
Education for Parents of Preschoolers: An Abstract Bibliography. ED 092 255
- Parenting**
Parenting. ED 092 237

Parent Participation

Education for Parents of Preschoolers: An Abstract Bibliography. ED 092 255

Parenting. ED 092 237
 What Should Constitute the Curriculum of Black Schools and How Much Parent Participation? ED 092 652

Parent School Relationship

Accountability: A Rationale. ED 091 868
 Children and Drugs. ED 091 612
 How to Start and Operate a Day Care Home. ED 092 223//

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Motorcycle Area Design and Location: Impacts on the Recreational Experiences of Riders and Nonriders. ED 092 553

Parks

Utilization of Disadvantaged Workers in Public Park and Recreation Services. ED 092 549

Participant Satisfaction

Evaluation of Lehman College Undergraduate Education Program by Teacher Alumni. ED 092 556

Pass/Fail Grading

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Patient Education

Patient Education Leads to Better Care for Heart Patients. ED 091 534

Patients (Persons)

Patient Education Leads to Better Care for Heart Patients. ED 091 534

Pattern Drills (Language)

Elementary Maninka-Kan. Final Report. ED 091 945

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Investigation of an Instructional Treatment Designed to Alter Reacting Behaviors of Prospective Secondary Science Teachers. ED 092 318//

Pennsylvania

Anatomy of a Collective Bargaining Election in Pennsylvania's State-Owned Colleges. ED 091 981
 Update Study of the Financial Condition of Independent Higher Education in Pennsylvania. ED 091 995

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The Effect of the Border on Student Views of the World: Nogales, Arizona and Nogales, Sonora. ED 092 446
 The Sensible Book. A Celebration of Your Five Senses. ED 092 246//

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The Relationship among Leg Strength, Leg Power and Alpine Skiing Success. ED 092 539

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Improving Performance in Technical and Apprentice Training. A Pilot Study of Performance Based Apprentice Training. ED 091 552
 Performance-Based Materials for Use in an Elementary Science Education Teacher Training Program. Final Report. ED 092 338

Performance Based Teacher Education

Competency Based Education and the Culturally Different: A Role of Hope, or More of the Same? ED 092 522
 Competency-Based Teacher Education: Group 1 Report of the Education Priorities Division of the Speech Communication Association. ED 092 270

Competency Based Teacher Education: Teacher Training for Multi-Cultural Education. ED 092 486
 Exploring Competency Based Education. ED 092 483//

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 Implementing Competency Based Teacher Education. ED 092 537

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What Focus in the Measurement of Teaching Competency? ED 092 571

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The Community-Based, Performance-Oriented Community College. ED 092 196

Implementing Competency Based Teacher Education. ED 092 537

Non-Categorical Competency Based Teacher Training: An Operational Model for Special Education. ED 092 475

Professional Preparation in Safety Education and School Health Education. ED 092 499

Proficiency Testing for Physical Education. ED 092 546

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An Interim Report of the EPDA, Part F. Performance-Based Education Project at Northern Montana College. ED 092 532

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220 Subject Index

- Corrective Physical Education. Revised Edition. ED 092 564
- The Relationship among Leg Strength, Leg Power and Alpine Skiing Success. ED 092 539
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Weight Training for Strength and Power. ED 092 527
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- Professional Preparation in Aquatics Education—Curriculum Guidelines. ED 092 500
- Proficiency Testing for Physical Education. ED 092 546
- Weight Training for Strength and Power. ED 092 527
- Ya "See" What We Mean: Teaching the Blind to Ski. ED 091 911
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Ohio Environmental Education Areas. ED 092 386
- Physical Fitness**
A Movement Approach to Educational Gymnastics. ED 092 498//
- Sport for All. Exercise and Health. ED 092 560
- Physical Health**
The Aged and Chronic Disease: Research in a Local Health Department. Monograph Series, Number 9. ED 092 551
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- Physics**
An Analysis of Student Performance Using a Laboratory Oriented High School Physics Program. ED 092 328
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- Factors Concomitant with Approach and Avoidance Behavior with Respect to Enrollment in High School Physics Courses. ED 092 366//
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The Effects of Static and Dynamic Simulation Programs on the Physiological Activity of Educational Administrators. ED 092 118
- Kinesiology IV. ED 092 494
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Cable Television: Franchising Considerations. ED 092 080//
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Noun Plural Development Test. ED 091 718
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- Poisons**
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- Materials Selection Policy. ED 092 158
- Policy Formation**
High School Rules and Decision-Making Procedures as Sources of School Stability. A Report. ED 091 870
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Political Parties and Elections, Grade Eight. Resource Unit (Unit II). ED 092 429
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- The Politics of Education. ERIC/CEM State-of-the-Knowledge Series, Number 20. ED 091 803
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- Political Science**
Decision Making at the Local Level, Grade Eight. Resource Unit (Unit VI). ED 092 427
- The Executive Process, Grade Eight. Resource Unit (Unit III). ED 092 424
- Judicial Process, Grade Eight. Resource Unit (Unit V). ED 092 423
- Legislative Process, Grade Eight. Resource Unit (Unit IV). ED 092 426
- Overview of Our Political System, Grade Eight. Resource Unit (Unit I). ED 092 428
- Political Parties and Elections, Grade Eight. Resource Unit (Unit II). ED 092 429
- Report of the High School Curriculum Center in Government. Final Report. ED 092 439
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The Committee on Civic Education of the University of California at Los Angeles: Past, Present and Future Activities. ED 092 460
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ED 092 405
- Positive Reinforcement**
Covert Reinforcement: A Partial Replication.
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- Post Doctoral Education**
Postdoctoral Education at the University of California, San Diego.
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Establishment of State Postsecondary Education Commissions.
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A General Model of a Postsecondary Education Commission for the State of Florida.
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An Interim Report of the EPDA, Part F, Performance-Based Education Project at Northern Montana College.
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Promising Program Ventures: A Review of Recent Developments Regarding the External Degree.
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State-Level Planning for Community Colleges: Are the 1202 Commissions a Centripetal or Centrifugal Force in Postsecondary Education? Essays on Education, No. 4.
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The Appalachian Volunteers: A Case Study of Community Organization and Conflict.
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Methods of Predicting Solid Waste Characteristics.
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- Predictive Validity**
Verifying Sample Size Concerns. Research Report No. 737.
ED 092 105
- Predictor Variables**
Classificational Preference in Young Children: Form or Color?
ED 092 362
The Relationship of Elementary Science Classrooms to Selected Teacher and Student Variables.
ED 092 319//
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Premarital Sex and Family Planning Attitudes: A Report of a Pilot Study in a Rural Georgia County.
ED 092 291
- Pregnant Students**
Preparation for Parenthood. Evaluation Plan and Program Evaluation.
ED 091 632
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Preparation for Parenthood. Evaluation Plan and Program Evaluation.
ED 091 632
- Preschool Children**
Early Childhood Objectives for Five-Year-Old Migrant Children. Florida Migratory Child Compensatory Program.
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Israeli Pre-School Children During War Time Stress: Their Knowledge and Interpretation of the 1973 War.
ED 092 238
A Self-Concept Inventory for the Primary Grades.
ED 092 582
A Study of Preschoolers' Spontaneous Social Interaction Patterns in Three Settings: All Female, All Male and Coed.
ED 092 254
Understanding Young Children: Emotional and Behavioral Development and Disabilities.
ED 092 258
Young Children's Understanding of the Affective States of Others: Empathy or Cognitive Awareness?
ED 092 216
- Preschool Curriculum**
Early School Admissions Program: Suggested Guide for Curriculum Implementation.
ED 092 645
Project CHILD.
ED 092 221
Research on Approaches to Early Education: An Abstract Bibliography.
ED 092 262
- Preschool Education**
A Comparative Analysis of Selected Variables and Responses of Pre-School Children to Science - A Process Approach in New Orleans' Child Development Centers.
ED 092 320//
Education for Parents of Preschoolers: An Abstract Bibliography.
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Getting to Sesame Street: Origins of the Children's Television Workshop.
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Understanding Young Children: Intellectual Development and Intellectual Disabilities.
ED 092 261
Understanding Young Children: Learning Development and Learning Disabilities.
ED 092 259
- Preschool Evaluation**
Reflections on a Decade of Early Education.
ED 092 244
- Preschool Learning**
The Sensible Book. A Celebration of Your Five Senses.
ED 092 246//
- Preschool Programs**
Early School Admissions Program: Suggested Guide for Curriculum Implementation.
ED 092 645
Home Start Evaluation Study. Case Study Summaries.
ED 092 228
Home Start Evaluation Study. Interim Case Studies IIb.
ED 092 225
Home Start Evaluation Study. Interim Report III: Program Analysis.
ED 092 226
Home Start Evaluation Study. Interim Report III: Evaluation Plan 1973-1974.
ED 092 227
Home Start Evaluation Study. Interim Report III: Summative Evaluation Results.
ED 092 229
Project Patrol: Evaluation (Second Operational Year) and Proposal for Continuation Grant (Third Operational Year).
ED 092 215
Reflections on a Decade of Early Education.
ED 092 244
- Preservice Education**
The Cooperative Teacher Education Project: Preservice Outcomes.
ED 092 363
Council of Europe Information Bulletin 3/1973.
ED 092 351
The Effect of Selected Modes of Feedback on Teacher Behavior in a Microteaching Situation.
ED 092 326//
Evaluation of Lehman College Undergraduate Education Program by Teacher Alumni.
ED 092 556
An Examination of an Experiential Sophomore Program in English Teacher Education.
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The Ford Training and Placement Program: History of the Ford Training and Placement Program; Urban Education in Chicago: An Experimental Program.
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The Group Reading Activity--A Class Reads a Book.
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The Metamorphosis: "An English Major Awoke One Morning from Uneasy Dreams He Found Himself Transformed into an English Teacher."
ED 091 706
A Model for the Academic Support of C.B.T.E.: Competency-Based Science for Elementary Teachers.
ED 092 477
Performance-Based Materials for Use in an Elementary Science Education Teacher Training Program. Final Report.
ED 092 338
Pupil Growth in Classification Skills as a Consequence Measure of Learning Site on Preservice Elementary Teachers.
ED 092 375//
Resource Papers; Ford Training and Placement Program.
ED 092 654
Self- and Supervisor-Feedback in Microteaching by Pre-Service Teachers.
ED 092 312//
Teacher Education: A Collection of Fragments or a Unified Whole? A Position Paper.
ED 092 517
- Presidents**
Academic Leadership: Of What or Of Whom?
ED 092 008
Board-President Relationships: Second Thoughts.
ED 092 056
The Stewardship of Trustees and the President.
ED 092 057
- Presidents Environmental Merit Awards Program**
Environmental Exchange, A Beginning.
ED 092 396
- Prevention**
A Model for Drug Prevention in the Schools: Critical Period of Intervention.
ED 091 639
Prevention of Blindness in the USSR.
ED 091 897
Vandalism and Its Prevention.
ED 091 829
- Prevocational Education**
Curriculum Guidelines for Exceptional Children: EMR 1970-71 Revision.
ED 091 902
- Primary Grades**
A Self-Concept Inventory for the Primary Grades.
ED 092 582
- Primary Self Concept Inventory**
A Self-Concept Inventory for the Primary Grades.
ED 092 582
- Printing**
Graphics and Communication Media: Cluster Guide.
ED 091 521
- Prisoners**
Can Learning Centers Assist Men with Educational Deficiencies Who Are Incarcerated and Unable to Attend Formal School?
ED 091 558

Private Colleges

The Christian College: Some Thoughts and Reflections. ED 091 968

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Update Study of the Financial Condition of Independent Higher Education in Pennsylvania. ED 091 995

Private Financial Support

Giving USA: A Compilation of Facts and Trends on American Philanthropy for the Year 1973. ED 092 048

Private Schools

Connecticut's Commitment to Public and Private Higher Education. ED 092 020

Developing Better Methods for Obtaining Long-Term (Debt) Financing for Expansion of Physical Facilities at Small, Nonprofit, Traditional Midwestern Colleges. ED 091 990

The Public Interest in Private Colleges and Universities. ED 092 018

State Programs to Provide Financial Support for and Coordination of Nonpublic Higher Education. ED 092 019

Probability

Comparison of Content Structure and Cognitive Structure in the Learning of Probability. ED 092 371

Problems

Public Services in Rural Areas. ED 092 308//
Quick and Dirty Statistics Revisited: The Uses and Abuses of Statistical Analyses in Behavioral Research. ED 092 590

Problem Sets

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Anchor Test Study. Final Report. Volume 8, Equating Method, Comparison Graphs, Grade 5.
- ED 092 609
Anchor Test Study. Final Report. Volume 9, Equating Procedure, Comparison Graphs, Grade 6.
- ED 092 610
Anchor Test Study. Final Report. Volume 10, Equating Method, Comparison Graphs, Grade 6.
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Anchor Test Study. Final Report. Volume 22, Subgroup Comparison Graphs, Linear Equating Method, Grade 4.
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Anchor Test Study. Final Report. Volume 24, Subgroup Comparison Graphs, Linear Equating Method, Grade 5.
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Retarded Children

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Learning Activity Package, American Civics 92, LAPs 1 Through 3 and 5 Through 9. ED 092 455
Learning Activity Package, American Civics 91, LAPs 1 Through 6. ED 092 470
Learning Activity Package, Civics 93, LAPs 1 Through 4 and 6 Through 9. ED 092 457
Learning Activity Package, Social Studies 102, LAPs 10 Through 16. ED 092 450
Learning Activity Package, Social Studies 113, LAPs 19 Through 27. ED 092 451
Learning Activity Package, Social Studies 114, LAPs 20 through 27. ED 092 452
Learning Activity Package, Social Studies 112, LAPs 17 Through 25. ED 092 458
Learning Activity Package, Social Studies 124, LAPs 29 Through 34. ED 092 459
Learning Activity Package, U.S. History 111, LAPs 7 Through 12. ED 092 471
Legislative Process, Grade Eight. Resource Unit (Unit IV). ED 092 426
Multi-Ethnic Guide, An Introduction. Working Draft. ED 092 449
Overview of Our Political System, Grade Eight. Resource Unit (Unit I). ED 092 428
Political Parties and Elections, Grade Eight. Resource Unit (Unit II). ED 092 429
Virginia: A TV Social Studies Experience. A Background Paper. ED 092 069
We Don't Call It Moral Education: American Children Learn About Values. ED 092 467
- Social Systems**
Learning Activity Package, Social Studies 103, LAPs 10 Through 18. ED 092 453
Learning Activity Package, Social Studies 104, LAPs 10 through 18. ED 092 454
The Nature and Function of Literacy: Sociology, Cybernetics, Politics. ED 091 556
Overview of Our Political System, Grade Eight. Resource Unit (Unit I). ED 092 428
- Reconceptualization of the Diffusion Process: An Application of Selected Principles from Modern Systems Theory. ED 091 794
- Social Values**
The Meaning and Value of Work. Information Series No. 71. ED 091 504
Rhetorical Strategy: A Dramatic Interpretation. ED 091 792
- Social Work**
The Generalist Program: Description and Evaluation. Papers on Curriculum and Evaluation--No. 1. ED 092 594//
- Sociocultural Patterns**
Language Planning: Current Issues and Research. ED 091 938//
- Socioeconomic Influences**
Academic Environments and Elementary School Achievement. ED 091 858
The Impact of Economic Conditions on Cross-Cultural Education in Alaska. ED 092 274//
A Pattern for Better Living. ED 092 289
Some Basic Readings and References in World-of-Work Economic Education, Annotated Bibliography. ED 092 462
- Socioeconomic Status**
Culture, Psychological Characteristics, and Socioeconomic Status in Educational Program Development for Native Americans. ED 092 264
Development of Understanding of Selected Science Phenomena in Young Children. ED 092 340//
A Longitudinal Study of Self Concept From Grade 5 to Grade 9. ED 092 566
- Sociolinguistics**
Aspects of Intonation in Vernacular White and Black English Speech. ED 091 923
Language Planning: Current Issues and Research. ED 091 938//
Sociolinguistic Aspects of Assimilation: Puerto Rican English in New York City. ED 091 933
- Sociology**
Self-Pace Mastery Learning as Applied to Introductory Sociology. ED 092 182
- Solid Waste Management**
Accession Bulletin, Volume 1 Number 1, January 1970. ED 092 343
Composting of Municipal Solid Wastes in the United States. ED 092 347
Guidelines for Local Governments on Solid Waste Management. ED 092 346
Methods of Predicting Solid Waste Characteristics. ED 092 344
Solid Waste Management: A List of Available Literature, October 1972. ED 092 350
Solid Waste Management in Recreational Forest Areas. ED 092 348
Solid Waste Processing. A State-of-the-Art Report on Unit Operations and Processes. ED 092 345
- South Carolina**
Annual Report of the South Carolina Commission on Higher Education. January 1974. ED 091 964
- South Dakota**
South Dakota Indian Recipients of Social Welfare, December 1973. ED 092 266
- Southeast Asia**
Symposium on Southeast Asian Library Resources. Papers and Proceedings. ED 092 090//
- Southwest**
National Commission on Libraries and Information Science, Regional Hearing, 24 April 1974, San Antonio, Texas. ED 092 129
- Space Orientation**
Letter Directionality Test, Word Directionality Test, and Sentence Directionality Test. ED 091 724
Proxemics. ED 091 860
- Space Utilization**
Extended School Year Study: Brick Township Public Schools. ED 091 864
- Spanish Americans**
Anchor Test Study. Final Report. Volume 18, Subgroup Equating Tables, Spanish Surnamed Children, Grades 4, 5, and 6. ED 092 619
- Spanish Speaking**
A Comparison of Three Methods of Oral Presentation of Science Activities to Fourth Grade Spanish-Speaking Children. ED 092 327//
The Effects of the Bilingual Spanish/English Television Series "Carrascolendas" on the Oral Language Skills of Selected Primary Children. ED 091 676//
Linguistic Capacity Index. ED 091 753
Periodicals of Interest to a Spanish-Speaking Community. ED 092 270
- Special Classes**
Classes for Children with Learning Difficulties. End of Project Report. ED 091 888
- Special Degree Programs**
New Patterns of Courses and New Degree Structures. ED 092 009
- Special Education**
Agriculture/Natural Resources: Cluster Guide. ED 091 527
Automotive and Power Service: Cluster Guide. ED 091 526
Clothing and Textile Services: Cluster Guide. ED 091 525
Construction: Cluster Guide. ED 091 524
Distribution: Cluster Guide. ED 091 523
Food Preparation and Service: Cluster Guide. ED 091 522
Graphics and Communication Media: Cluster Guide. ED 091 521
Handbook on Policy and Procedures for Exceptional Pupil Services. ED 091 562
Health Occupations: Cluster Guide. ED 091 520
Manufacturing: Cluster Guide. ED 091 519
Non-Categorical Competency Based Teacher Training: An Operational Model for Special Education. ED 092 475
Office and Business Occupations: Cluster Guide. ED 091 518
Project HEED. Final Evaluation Report, 1973-74. ED 092 297
Project Worker: Manual for Career Placement Aides. ED 091 561
Project Worker: Teacher's Manual for a Course in Career Decision Making for Special Education. ED 091 560
Vocational Education/Special Education Program Guide. ED 091 528

Special Education Teachers

CEC Professional Standards and Guidelines Project. Draft Standards and Guidelines (St. Louis Work Document).

ED 091 906

Professional Training Programs for Personnel in Special Education.

ED 091 893

A Study of Teacher-Pupil Interactions Involving Individualized Media Resources. Observation Report No. 746.

ED 092 111

Teacher Preparation and Certification. Position Statement and Recommendations.

ED 091 890

Special Health Problems

Statistics and Epidemiology of Lead Poisoning (FY 72-L1).

ED 092 542

Special Programs

Directory of Special Programs for Minority Group Members, 1974: Career Information Services, Employment Skills Banks, Financial Aid.

ED 091 503//

Exemplary Programs for Migrant Children.

ED 092 278

Handbook on Policy and Procedures for Exceptional Pupil Services.

ED 091 562

Special Schools

Education of the Blind and People with Weak Sight in the USSR.

ED 091 900

Special Education [Fifth Chapter of "Education in the USSR"].

ED 091 921

Special Services

Preparation for Parenthood. Evaluation Plan and Program Evaluation.

ED 091 632

Speech

Report of the Research Priorities Division of the Speech Communication Association.

ED 091 784

Speech Communication Association

Report of the Research Priorities Division of the Speech Communication Association.

ED 091 784

Speech Curriculum

Behavioral Objectives and the Notion of Process in Speech Communication: A Conflict of Paradigms.

ED 091 772

Partial List of Films Available for Use in the Basic Course.

ED 091 779

Speech Education

Competency-Based Teacher Education; Group 1 Report of the Education Priorities Division of the Speech Communication Association.

ED 091 787

Speeches

Accountability: A Rationale.

ED 091 868

Speech Instruction

Communication in Secondary School Language Arts Curricula; Group 2 Report of the Education Priorities Division of the Speech Communication Association.

ED 091 788

Partial List of Films Available for Use in the Basic Course.

ED 091 779

Speech Skills

The Effects of the Bilingual Spanish/English Television Series "Carrascolendas" on the Oral Language Skills of Selected Primary Children.

ED 091 676//

Speech Communication in the Community-Junior College: Proposals for Development.

ED 091 782

Sports Halls

Sport for All. Low Cost Sports Halls.

ED 092 561

Staff Improvement

Staff Development: A Gestalt Paradigm.

ED 092 201

Staff Utilization

Differentiated Staffing: A Brief Statement.

ED 091 873

Innovations in School Staffing Patterns. What Should They Accomplish?

ED 091 874

Standardized Tests

Anchor Test Study. Final Report. Volume 28, Pretest Information Form.

ED 092 629

Standards

Managing Highway Maintenance: Standards for Maintenance Work, Part 1, Unit 8, Level 2.

ED 091 568

Managing Highway Maintenance: Standards for Maintenance Work, Part 2, Unit 8, Level 2.

ED 091 569

Managing Highway Maintenance: Standards for Maintenance Work, Part 3, Unit 8, Level 2.

ED 091 570

Minimum Standards for Police Services. A Report of the Police Standards Committee to the Governor's Commission on Law Enforcement and the Administration of Justice.

ED 091 592//

A Survey of State Laws to Remove [Architectural] Barriers.

ED 091 922

Standard Spoken Usage

Giving and Taking Directions.

ED 091 728

Rystrom Dialect Test, and Testing Negro-Standard English Dialect Differences.

ED 091 759

A Test of Spoken English.

ED 091 770

Stanford Achievement Test

Further Studies in Achievement Testing. Hearing Impaired Students. United States: Spring 1971.

ED 091 916

State Action

Establishment of State Postsecondary Education Commissions.

ED 091 966

State Agencies

Antitrust and the Control of Higher Education.

ED 092 003

Survey of Statewide Agency/Consortia Relationship.

ED 092 032

State Aid

1973 State Education Legislation and Activity: School Finance. A Survey of the States. Research Brief Vol. 2, No. 6.

ED 091 835

Annual Gifted Program: Evaluation Report 1972-1973.

ED 091 910

Financing the Public Schools of Kentucky.

ED 091 805

Major Changes in School Finance: Statehouse Scorecard. Research Brief, Vol. 2, No. 2.

ED 091 827

New Programs of State School Aid.

ED 091 848

The Public Interest in Private Colleges and Universities.

ED 092 018

South Dakota Indian Recipients of Social Welfare, December 1973.

ED 092 266

State Programs to Provide Financial Support for and Coordination of Nonpublic Higher Education.

ED 092 019

State Colleges

Anatomy of a Collective Bargaining Election in Pennsylvania's State-Owned Colleges.

ED 091 981

State Curriculum Guides

Social Studies Program for Idaho Public Schools, Grades K-12. [Revised Edition].

ED 092 441

State Departments of Education

An Assessment of the Michigan Accountability System.

ED 091 821

State Fair Community College

An Aggressive Post-Secondary Career Placement Program.

ED 091 631

State Government

Issues and Needs of Postsecondary Education in the West: A Legislative/WICHE Inquiry.

ED 092 040

State Laws

Virginia Higher Education/The 1974 General Assembly. A Summary of Legislation and Appropriations.

ED 092 044

State Legislation

1973 State Education Legislation and Activity: School Finance. A Survey of the States. Research Brief Vol. 2, No. 6.

ED 091 835

1973 State Education Legislation and Activity: Schools, Students and Services. A Survey of the States. Research Brief Vol. 2, No. 5.

ED 091 837

Accountability. A Bibliography.

ED 091 838

A Compilation of Laws Relating to Education-1974.

ED 091 820

Health Rights of Children in Mississippi.

ED 091 849

Major Changes in School Finance: Statehouse Scorecard. Research Brief, Vol. 2, No. 2.

ED 091 827

Minnesota's Commitment to International Education. A Case-Study of State Legislation in Support of Foreign Students.

ED 092 016

New Programs of State School Aid.

ED 091 848

Special Report. Postsecondary Public Employment Legislation. A status Report 1974.

ED 092 037

A Survey of State Laws to Remove [Architectural] Barriers.

ED 091 922

Virginia Higher Education/The 1974 General Assembly. A Summary of Legislation and Appropriations.

ED 092 044

State Libraries

Library Services and Construction Act (LSCA) Annual Program, State of Kansas, Fiscal Year 1974, Title I.

ED 092 072

Long Range Program, Library Development in Alaska 1973-1978.

ED 092 147

State of the Art Reviews

The Analysis and Development of an Adaptive Instructional Model(s) for Individualized Technical Training: Phase I.

ED 092 174

Audience Analysis Concepts Exchange. Proceedings of a Conference (Washington, D.C., October 7-8, 1971).

ED 092 171

Cable Television: End of a Dream. The Network Project Notebook Number Eight.

ED 092 172//

Copyright and Education. A Guide to the Use of Copyright Material in Educational Institutions. Working Paper No. 8.

ED 092 077//

A Critique of Traditional Drug Education Programs.

ED 091 649

Notes on Case Studies of Instructional Media Projects.

ED 092 145

A Report on Library Networks.

ED 092 094

Report on the Instructional Use of the Computer. Vol. 1, Types of Uses.

ED 092 086

Report on the Instructional Use of the Computer. Vol. 3, Scope.

ED 092 088

Reports on Mathematics Education Literature, 1969-1973.

ED 092 412

Review of Computer Networking Technology.

ED 092 161

Solid Waste Processing. A State-of-the-Art Report on Unit Operations and Processes.

ED 092 161

- ED 092 345
The Video Telephone; Impact of a New Era in Telecommunications. A Preliminary Technology Assessment.
- ED 092 070//
- State Programs**
Annual Gifted Program: Evaluation Report 1972-1973. ED 091 910
An Assessment of the Michigan Accountability System. ED 091 821
Criteria for Evaluating State Education Accountability Systems. ED 092 577//
Maryland Career Development Project (K-Adult). Vol. 1. Final Report. ED 091 499
Professional Training Programs for Personnel in Special Education. ED 091 893
Special Education: A Mandate to Louisiana Schools. ED 091 894
[Statement by Dr. Helen Wise, President, NEA, to the Symposium-"Statewide Educational Assessment: Coexistence or Confrontation?"]. ED 092 576
A Study of the Effects on Special Programs for Exceptional Students Upon the Implementation of the Florida Finance Program. Final Report, Volume 1. ED 091 917
A Study of the Effects on Special Programs for Exceptional Students Upon the Implementation of the Florida Finance Program. Final Report, Volume 2. ED 091 918
Systems of Education for the Alaska Native Population. ED 092 276//
Testimony Presented by the National Education Association to the Panel on Evaluation of the Michigan Assessment Program. ED 092 578//
Third Year Evaluation of the Maryland Career Development Project. Vol. 2. Final Evaluation Report. ED 091 500
Utilizing Resources in the Handicapped Services Field: A Directory for Head Start Personnel. ED 091 883
Virginia: A TV Social Studies Experience. A Background Paper. ED 092 069
- State Surveys**
Adult and Continuing Education: Stage 1: Issue Identification. ED 091 538
Analysis of the Educational Personnel System: VII. Teacher Mobility in Michigan. ED 092 534
Critical Issues in Tennessee Education, 1973-74. ED 091 872
State of Illinois Report on Title I, Public Law 89-10. 1972-73 School Year Annual Report. ED 092 642
A Survey of Need for Personnel in Educational Media and Technology in the State of Virginia. ED 092 167
- State Testing Program**
California State Testing Program 1970-71: Profiles of School District Performance. ED 092 574
- State Testing Programs**
California State Testing Program 1971-72 and 1972-73: Profiles of School District Performance. ED 092 573
California State Testing Program 1970-71: Profiles of School District Performance. Technical Supplement. ED 092 575
- State Universities**
Degrees Conferred: Virginia Public and Private Institutions of Higher Education, 1972-73. ED 092 002
- State University of Nebraska**
Conference Proceedings: The First Annual National Conference on Open Learning in Higher Education. ED 091 974//
- State University of New York**
Geographic Origins of First-Time Students. Fall 1972. Report No. 39. ED 091 985
- State University of New York at Buffalo**
Preliminary Paper Toward a Comprehensive Program of Library Orientation/Instruction for the Libraries of the State University of New York at Buffalo. ED 092 137
- Statewide Planning**
1973 Annual Report. Coordinating Board Texas College and University System. ED 092 023
Annual Report of the South Carolina Commission on Higher Education. January 1974. ED 091 964
Issues and Needs of Postsecondary Education in the West: A Legislative/WICHE Inquiry. ED 092 040
Long Range Program, Library Development in Alaska 1973-1978. ED 092 147
Proceedings of the Regents CATV Conference, September 25, 1973, Albany, New York. ED 092 075
The Public Interest in Private Colleges and Universities. ED 092 018
State-Level Planning for Community Colleges: Are the 1202 Commissions a Centripetal or Centrifugal Force in Postsecondary Education? Essays on Education, No. 4. ED 092 202
State Programs to Provide Financial Support for and Coordination of Nonpublic Higher Education. ED 092 019
The Statewide Plan for Computing Resources in Illinois Higher Education. ED 092 015
Statewide Planning and Local Autonomy. ED 092 058
Survey of Statewide Agency/Consortia Relationship. ED 092 032
- Statistical Analysis**
Body Weight, Stature, and Sitting Height: White and Negro Youths 12-17 Years, United States. Vital and Health Statistics, Series 11, Number 126. ED 092 528
The Impact of Economic Conditions on Cross-Cultural Education in Alaska. ED 092 274//
A Monte Carlo Study of Levene's Test of Homogeneity of Variance: Empirical Frequencies of Type I Error in Normal Distributions. ED 092 581
Monte Carlo Study of the Power of H-Test Compared to F-Test When Population Distributions Are Different in Form. ED 092 583
Multivariate Profile Analysis of Split-Split Plot Designs and Growth Curve Analysis of Multivariate Repeated Measures Designs. ED 092 587
Quick and Dirty Statistics Revisited: The Uses and Abuses of Statistical Analyses in Behavioral Research. ED 092 590
Some Methodological Considerations for School Effectiveness Studies. ED 092 597
- Statistical Bias**
A Monte Carlo Study of Levene's Test of Homogeneity of Variance: Empirical Frequencies of Type I Error in Normal Distributions. ED 092 581
- Statistical Data**
Degrees Conferred: Virginia Public and Private Institutions of Higher Education, 1972-73. ED 092 002
Expenditures for Public Elementary and Secondary Education, 1971-72. ED 091 855
Public Assistance for Minnesota Indians, Calendar Year, 1970. ED 092 267
Public Assistance for Minnesota Indians, Calendar Year, 1971. ED 092 268
- Public Assistance for Minnesota Indians, Calendar Year, 1972. ED 092 269
Situation Report--Austria, Cameroon, Canada, Czechoslovakia, Denmark, Egypt, France, German Federal Republic, Greece, Hungary, Irish Republic, Jamaica, Malta, Norway, Sabah, Sarawak, Spain, Tahiti (French Polynesia), Tonga, Turkey, and United Kingdom. ED 092 405
Virginia Higher Education/The 1974 General Assembly. A Summary of Legislation and Appropriations. ED 092 044
- Statistical Studies**
An Analysis of Social Criteria and Triggering Mechanisms for Extended Unemployment Benefits. ED 091 586
Statistics and Epidemiology of Lead Poisoning (FY 72-L1). ED 092 542
- Status**
A Theoretical and Conceptual Reformulation of the Concept "Anticipatory Goal Deflection" and a Strategy for Future Research. ED 091 606
- Stenographers**
Secretarial Practice for High Schools. ED 091 585
- Stereotypes**
Non-Sexist Education for Survival. ED 091 622
- Stimulus Behavior**
Symbolic Modeling of Exploration. ED 091 642
- Stimulus Devices**
An Instructional Device for Teaching Verbal Skills Through Structured Interactions Between Children in a Communication Game. Final Report. ED 092 076
- Structural Analysis**
A Sample Research Strategy in Language Universals. Working Papers on Language Universals, Number 6. ED 091 936
- Student Ability**
Change in Theoretical Orientation of Freshmen in Science Courses at the University of Kentucky. ED 092 341//
- Student Adjustment**
Semantic Space Coordinates of Adolescents in School Situations. Revised. ED 092 580
- Student Attitudes**
A Capsule Description of High School Seniors. Base-Year Survey. National Longitudinal Study of the High School Class of 1972. ED 091 810
Contemporary College Women View Their Position. ED 091 952
The Development and Evaluation of an Elementary Environmental Attitudes Program. ED 092 393
The Effect of the Utilization of Selected Sociolinguistic Concepts and Skills on Attitudes of Prospective Teachers. ED 091 677//
The Effects of Cross-Age Teaching Experiences in Language Achievement, Self Concept, and School Sentiment of Eleventh Graders Who Teach Language Arts to Fourth Graders. Final Report. ED 092 535
Factors Concomitant with Approach and Avoidance Behavior with Respect to Enrollment in High School Physics Courses. ED 092 366//
An Investigation of the Relationship Between Students' Participation in Traditional or "New Science" and Subsequent Participation, Performance, and Perception of the Study of Science. ED 092 317//
Manpower Economic Education and the Transition from School to Work. (Impact on a Cohort of Ohio Secondary School Students).

- The MSA (Minnesota Student Association) Method of Teaching Evaluation. ED 091 581
- Primary Attitude Reading Index with Administrator's Directions. ED 091 988
- A Study on the Validity and Reliability of a Questionnaire on Student Attitude Toward Economics. ED 091 738
- ED 092 430
- Student Behavior**
- An Investigation of the Relationship Between Students' Participation in Traditional or "New Science" and Subsequent Participation, Performance, and Perception of the Study of Science. ED 092 317//
- A Study of Student Verbal Behaviors in Inquiry and Noninquiry Settings in Biology. ED 092 367
- Value Clarification: Clarifying Relationships Between Science and Society Using the Concept of the Value Sheet. ED 092 408
- Withitness: A Classroom Management Concept Related to Effective Teaching. Student Guide. Utah Protocol Materials Project. ED 092 481
- Student Centered Curriculum**
- Remedial Programs: Are They the Panacea or the Problem? A Report of the National Dissemination Project for Post-Secondary Education. ED 092 189
- Student Characteristics**
- Campus Statistics: Fall Quarter 1973 and Year 1972-1973. ED 092 043
- The Personal Development of Adolescents with Average Intellectual Ability in a High Ability Suburban School District. ED 091 618
- The Relationship of Elementary Science Classrooms to Selected Teacher and Student Variables. ED 092 319//
- The University of Minnesota Twin Cities Campus Freshman Class of 1973 with Comparisons to the Freshman Class of 1967. ED 092 063
- Student College Relationship**
- Student Reactions to College. ED 092 195
- Students, the College Environment, and Their Interaction. Student Development Report, Vol. 11, No 3, 1973-74. ED 091 616
- Student Costs**
- [Financial Aid to Independent Students at the Post Secondary Level: The Federal Government's Role] ED 091 953
- Tenth Annual Report and Recommendations of the Maryland Council for Higher Education Presented to His Excellency, The Governor and The General Assembly of the State of Maryland. ED 091 969
- Tuition: A Supplemental Statement to the Report of the Carnegie Commission on Higher Education on "Who Pays? Who Benefits? Who Should Pay?" ED 091 960//
- Student Enrollment**
- Campus Statistics: Fall Quarter 1973 and Year 1972-1973. ED 092 043
- Directory of Public Elementary and Secondary Schools in Selected Districts: Enrollment and Staff by Racial/Ethnic Group. Fall 1972. ED 091 816
- Selected Information about Vocational-Technical Education in Tennessee for the School Year 1972-73. Information Series No. 20. ED 091 516
- Student Exchange Programs**
- Open Doors 1973. Report on International Exchange. ED 091 958
- A Plan for Working with Students in a Cross-Cultural Education Program. ED 091 643
- Research and Training Opportunities Abroad and Foreign Curriculum Consultants in the United States 1975-76. ED 091 946
- Student Experience**
- A Capsule Description of High School Seniors. Base-Year Survey. National Longitudinal Study of the High School Class of 1972. ED 091 810
- Student Improvement**
- Effects of Two Types of Teacher Response to Essays upon Twelfth Grade Students' Growth in Writing Performance. ED 091 686//
- Student Interests**
- The Popular Arts and the Teaching of Literature. ED 091 699
- Student Leadership**
- The Who's Who Program at the University of South Carolina--A Study of Student Opinion. Research Notes No. 20-74. ED 091 993
- Student Loan Programs**
- Departments of Labor and Health, Education, and Welfare Appropriations for 1975. Hearings Before a Subcommittee of the Committee on Appropriations, House of Representatives, Ninety-third Congress, Second Session. Part 2, Department of Health, Education, and Welfare: Overview of Fiscal Year Budget, Testimony of the Secretary, Special Reports. ED 091 843
- The Federal Commitment to Education. ED 091 839
- Tuition: A Supplemental Statement to the Report of the Carnegie Commission on Higher Education on "Who Pays? Who Benefits? Who Should Pay?" ED 091 960//
- Student Needs**
- Doing Drug Education: The Role of the School Teacher. ED 091 621
- The Higher, the Fewer. Report and Recommendations: Committee to Study the Status of Women in Graduate Education and Later Careers. Submitted to: The Executive Board of the Graduate School, The University of Michigan, Ann Arbor, Michigan, March 1974. ED 092 024
- Student Opinion**
- Critical Issues in Tennessee Education, 1973-74. ED 091 872
- A Multivariate Statistical Analysis of Student Opinion Questionnaires Concerning Teaching Effectiveness at the Naval Postgraduate School. ED 092 569//
- Review and Analysis of the Survey on Evaluation of the Third College Senate. ED 092 181
- The Who's Who Program at the University of South Carolina--A Study of Student Opinion. Research Notes No. 20-74. ED 091 993
- Student Personnel Services**
- 1973 State Education Legislation and Activity: Schools, Students and Services. A Survey of the States. Research Brief Vol. 2., No. 5. ED 091 837
- Administration of Student Affairs at Community Colleges as Compared with Urban-Commuter Institutions. Technical Report No. 2. ED 091 954
- An Aggressive Post-Secondary Career Placement Program. ED 091 631
- The Art of Referral in a University Setting. Student Development Paper, Vol. 4, No. 1, 1972-74. ED 091 613
- Current Fees Charging Practices and Perceptions in College and University Counseling Centers. ED 091 626
- Rationale and Directions for Student Personnel Services in the Community College. ED 092 211
- Student Placement**
- The Relationship of Developmental Level with Science Performance: A Case for an Alternative to IQ Grouping of Mildly Retarded Children? ED 091 876
- Student Projects**
- Aviation Education Through Building an Airplane. Advisory Circular 20-86. ED 091 507
- Student Reaction**
- Selecting Films for Primary EMH Children. Observational Report No. 743. ED 092 109
- Student Reactions to College. ED 092 195
- Students, the College Environment, and Their Interaction. Student Development Report, Vol. 11, No 3, 1973-74. ED 091 616
- Testing? Testing? In Literature? ED 091 700
- Student Reactions to College**
- Student Reactions to College. ED 092 195
- Student Research**
- Completed Research in Health, Physical Education, and Recreation Including International Sources. Vol. 15. 1973 Edition. ED 092 497
- Student Responsibility**
- Moving Toward A More Open Education. Oregon ASCD Curriculum Bulletin, Vol. 28, No. 323. ED 091 818
- Student Rights**
- Simulated Case Study: Student Locker, Search and Seizure. ED 091 847
- Students**
- 1973 State Education Legislation and Activity: Schools, Students and Services. A Survey of the States. Research Brief Vol. 2., No. 5. ED 091 837
- A Casebook of Supervisory Experience: Position Development and Scheduling. ED 092 012
- Rationale and Directions for Student Personnel Services in the Community College. ED 092 211
- Student School Relationship**
- A Casebook of Supervisory Experience: Position Development and Scheduling. ED 092 012
- Student Science Interests**
- Dimensions of Science Interest Activity from Racially Different Junior High School Populations. ED 092 342//
- Student Teacher Relationship**
- Accountability: A Rationale. ED 091 868
- Student Reactions to College. ED 092 195
- Teacher-Pupil Transaction in Bi-racial Classrooms; Implications for Instruction. ED 092 294
- Student Teachers**
- American Indians as Student Teachers. ED 092 298
- The Effect of the Utilization of Selected Sociolinguistic Concepts and Skills on Attitudes of Prospective Teachers. ED 091 677//
- Student Teaching**
- Council of Europe Information Bulletin 3/1973. ED 092 351
- Teacher Education: A Collection of Fragments or a Unified Whole? A Position Paper. ED 092 517
- Student Transportation**
- Administrative Manual for Directors of Transportation. ED 091 817
- Student Volunteers**
- Training Student Volunteers. ED 091 603

238 Subject Index

Study Abroad

Research and Training Opportunities Abroad and Foreign Curriculum Consultants in the United States 1975-76.

ED 091 946

Subject Index Terms

EUJISED Multilingual Thesaurus for Information Processing in the Field of Education. First English Edition.

ED 092 081//

Subprofessionals

Guidelines for the Approval of Legal Assistant Education Programs.

ED 091 578

Human Services in Rural Alaska: Highlights from the Evaluation of the Rural Areas Social Services Project.

ED 092 287

Suburban Schools

The Personal Development of Adolescents with Average Intellectual Ability in a High Ability Suburban School District.

ED 091 618

Success Factors

Manpower Economic Education and the Transition from School to Work. (Impact on a Cohort of Ohio Secondary School Students).

ED 091 581

Move In and Move Up.

ED 091 533//

Varieties of Accomplishment After College: Perspectives on the Meaning of Academic Talent. ACT Research Report No. 62.

ED 092 000

Summative Evaluation

Home Start Evaluation Study. Interim Report III: Summative Evaluation Results.

ED 092 229

Model Teacher - School Dental Hygiene Program.

ED 092 548

Report of the High School Curriculum Center in Government. Final Report.

ED 092 439

What Focus in the Measurement of Teaching Competency?

ED 092 571

Summer Programs

Here Comes the Sun: Directory of Summer Programs for Handicapping Conditions.

ED 091 886

Superior Students

Learning Activity Package, American Civics 94, LAPs 1 Through 4 and 6 Through 9.

ED 092 456

Learning Activity Package, Social Studies 114, LAPs 20 through 27.

ED 092 452

Learning Activity Package, Social Studies 104, LAPs 10 through 18.

ED 092 454

Supervision

Review of Related Research Literature on Educational Supervision.

ED 091 825

The Role of the Agency Supervisor.

ED 092 013

Self- and Supervisor-Feedback in Microteaching by Pre-Service Teachers.

ED 092 312//

Supervising Student Workers: Berea College Labor Supervisors in Action.

ED 092 014

Supervisors

The Influence of Supervisory Roles.

ED 091 826

Review of Related Research Literature on Educational Supervision.

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An Analysis of the Training, Attitudes, and Competence of the Preservice Elementary Teacher in Science Education at the University of Oregon. ED 092 310//

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Children's Views of Themselves.
- ED 091 633
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Doing Drug Education: The Role of the School Teacher.
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Paying One's Dues.
- ED 092 431
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- ED 092 201
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- Teaching English as a Second Language in the Middle Grades. ED 091 930
- The Teaching of English Usage. ED 091 678//
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- Master State Plan for Public Telecommunications. Part I. ED 092 155
- Master State Plan for Public Telecommunications. Part II. ED 092 156
- Review of Computer Networking Technology. ED 092 161
- The Video Telephone; Impact of a New Era in Telecommunications. A Preliminary Technology Assessment. ED 092 070//
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- The Video Telephone; Impact of a New Era in Telecommunications. A Preliminary Technology Assessment. ED 092 070//
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- Television**
- Alternative Television: Status, Trends and Issues. ED 092 113
- American Education in the Electric Age. New Perspectives on Media and Learning. ED 092 115//
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- Master State Plan for Public Telecommunications. Part I. ED 092 155
- Master State Plan for Public Telecommunications. Part II. ED 092 156
- Television Research**
- Alternative Television: Status, Trends and Issues. ED 092 113
- KOCE-TV Needs-Assessment Surveys. Communications Pattern Survey. ED 092 191
- Tennessee**
- Critical Issues in Tennessee Education, 1973-74. ED 091 872
- The Nashville CLUE Approach to Urban Education. ED 092 650
- Project CLUE: Cooperative Leadership for Urban Education. End of Project Report. ED 092 651
- Selected Information about Vocational-Technical Education in Tennessee for the School Year 1972-73. Information Series No. 20. ED 091 516
- Tennessee Valley Authority**
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- Tenure**
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- Testing**
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- Anchor Test Study Supplement. Final Report. Volume 31, Project Report. ED 092 632
- An Application of the Rasch Simple Logistic Model to Tailored Testing. ED 092 585
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- Flight Test Guide (Part 61 Revised): Instrument Pilot: Helicopter. ED 091 564
- Home Start Evaluation Study. Interim Report III: Summative Evaluation Results. ED 092 229
- Testing Problems**
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- Testimony Presented by the National Education Association to the Panel on Evaluation of the Michigan Assessment Program. ED 092 578//
- Testing Programs**
- Accountability and the Composition Program: Implications of the Regents Testing Program of the University System of Georgia. ED 091 682
- California State Testing Program 1971-72 and 1972-73: Profiles of School District Performance. ED 092 573
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- Test Interpretation**
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- California State Testing Program 1971-72 and 1972-73: Profiles of School District Performance. ED 092 573
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- Test Selection**
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- Test Validity**
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ED 091 700
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ED 091 758
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ED 091 767
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to Write.
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ED 091 750
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This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number _____ ED 013 371

Abeles, Norman
Client-Therapist Complementarity and
Therapeutic Outcome.
ED 091 646

Abraham, Pauline
Bibliography: Indians of North America, Mexican American, Negroes--Civil Rights. An Annotated List.
ED 092 301

Abrams, Macy L.
Evaluation of Individualized Instruction for Welders-HT [Hull Technician] "A" School, San Diego.
ED 091 535//

Adams, Scott
Information for Science and Technology: The International Scene.
ED 092 095

Addy, Polly
Instructional Assistance Program. Final Report, 1972-73. Research and Development Report, Vol. 7, No. 47.
ED 091 824

Ahl, David H.
Getting Started in Classroom Computing.
ED 092 071//

Alderman, Donald L.
Planning for the Evaluation of the PLATO and TICCIT Computer-Based Instructional Systems: The Comparison of Performance for Community College Students.
ED 092 565

Alexander, Lawrence T., Ed.
Instructional Development Agencies in Higher Education.
ED 091 997

Allan, George B., Ed.
Education in Transition--Search for a New Balance. Proceedings, Fourth Annual International Institute on the Community College, June 11-14, 1973, Lambton College, Sarnia, Ontario, Canada.
ED 092 199

Allen, David William
Reading Comprehension and the Measure of Science Achievement Using the 1968-1969 ISCS Test and the Revised ISCS Test. Part III of An Analysis of Selected Aspects of the ISCS Model of Science Teaching.
ED 092 365

Allen, Jack
A Multivariate Statistical Analysis of Student Opinion Questionnaires Concerning Teaching Effectiveness at the Naval Postgraduate School.
ED 092 569//

Alvir, Howard P.
An Educational Evaluation System That Doesn't Need Hyper-Specialists.
ED 092 595

Alworth, Robert M.
Enrollment and Attendance: 1964-1974.
ED 092 203

Anderson, Frances E.
Christopher Smart.
ED 091 674//

Anderson, Ronald D.
The Science Education Doctorate: Competencies and Roles.
ED 092 359

Andes, John
Special Report #6. Developing Trends in Content of Collective Bargaining Contracts in Higher Education.
ED 092 036

Andresen, Oliver
Literary Profundity Test.
ED 091 751

Antell, Will
Culture, Psychological Characteristics, and Socioeconomic Status in Educational Program Development for Native Americans.
ED 092 264

Anwar, Mohamed Sami
The Grammatical Theory of Contrastive Analysis: A New Approach.
ED 091 944

Arciniega, Tomas A.
Competency Based Education and the Culturally Different: A Role of Hope, or More of the Same?
ED 092 522

Arnsdorf, Val E.
A Conceptual Scheme for Population-Environment Studies. Experimental Edition Revised.
ED 092 334//

Aronoff, Craig
Behavioral Objectives and the Notion of Process in Speech Communication: A Conflict of Paradigms.
ED 091 772

A Selected Bibliography of Music Librarianship.
ED 092 096

Astrand, Per-Olof
Sport for All. Exercise and Health.
ED 092 560

Axtell, Dayton
A Brief Study of Those Not Completing the Mathematical Part of the School and College Ability Test.
ED 092 584

Baer, Walter S.
Cable Television: Franchising Considerations.
ED 092 080//

Baker, Jack
The MSA (Minnesota Student Association) Method of Teaching Evaluation.
ED 091 988

Baker, William P.
Housing Patterns in Relation to Educational Achievement. Project SIMU School: Santa Clara County Component.
ED 091 808

Baldridge, J. Victor
The Impact of Individuals, Organizational Structure, and Environment on Organizational Innovation. Research and Development Memorandum No. 124.
ED 091 856

Bale, Richard N.
Program Evaluation: Who Should Do It?
ED 092 567

Balfour, Linda, Comp.
Statistical Abstract of Higher Education in North Carolina, 1973-74. Research Report 1-74.
ED 091 977

Ball, John M.
A Bibliography of Geographic Education. Geography Curriculum Project Revised Publication Number 2.
ED 092 436

Balmer, Mary
Report of the Management Review and Analysis Program (MRAP).
ED 092 177

Balthazar, Earl E.
Balthazar Scales of Adaptive Behavior: II. Scales of Social Adaptation.
ED 092 570//

- Baltus, Dale F.**
Accountable Evaluation for Improvement. ED 091 859
Proxemics. ED 091 860
- Banta, Trudy W.**
Critical Issues in Tennessee Education, 1973-74. ED 091 872
- Barnes, Roland E.**
Understanding the Nature of Conflict: A Neglected Dimension in Educational Administration. ED 091 861
- Barnett, Jeffrey C.**
Structural and Linguistic Variable Identification and Instruction in Verbal, Arithmetic Problem Solving. ED 092 383//
- Barr, Avron**
A Rationale and Description of the BASIC Instructional Program. Technical Report No. 228. ED 092 093
- Barr, Richard H.**
Expenditures for Public Elementary and Secondary Education, 1971-72. ED 091 855
- Battaglini, Dennis Wood**
An Experimental Study of the Science Curriculum Improvement Study Involving Fourth Graders' Ability to Understand Concepts of Relative Position and Motion Using the Planetarium as a Testing Device. ED 092 309//
- Baughman, Paul**
Vandalism and Its Prevention. ED 091 829
- Beardsmore, H. Baetens**
A Test of Spoken English. ED 091 770
- Beck, Helen L.**
Group Treatment for Parents of Handicapped Children. ED 091 904
- Becker, James M.**
World Studies Perspectives: Introduction, Guidelines, Checklists, and Materials Selection Criteria. ED 092 438
- Becker, Joseph**
The First Book of Information Science. ED 092 136
- Bell, Alan**
Some Patterns of Occurrence and Formation of Syllable Structures. Working Papers on Language Universals, No. 6. ED 091 941
- Bender, David R., Ed.**
The Media Program and the Utilization of Instructional Materials for Minorities. Workshop Proceedings, June 12-13, 1973. ED 092 123
- Benezet, Louis T.**
Academic Leadership: Of What or Of Whom? ED 092 008
- Bennett, George E., Ed.**
Library Materials for Schools in Appalachia. ED 092 127
- Benson, LaVonn M.**
Describing and Evaluating Classroom Discussions of Poems. ED 091 752
- Berhoven, Peter J.**
Utilization of Disadvantaged Workers in Public Park and Recreation Services. ED 092 549
- Bernard, Sidney**
WIN II: Making a Difference. Report of a Conference. ED 091 597
- Bertrand, Alvin L.**
The Characteristics of the Users of Toledo Bend: A Study of the Development Potential of Waterbased Outdoor Recreation. ED 092 529
- Bettinghaus, Erwin P.**
Preliminary Field Study: Dissemination of Educational Accountability. Final Report. ED 091 840
- Berdanov, Stevan**
A Community School in Yugoslavia. Experiments and Innovations in Education No. 6. ED 092 442//
- Bhola, H. S.**
The Nature and Function of Literacy: Sociology, Cybernetics, Politics. ED 091 556
Planning, Programming, and Administration of Functional Literacy. ED 091 555
Training for Functional Literacy. ED 091 557
- Bianchini, John C.**
Anchor Test Study. Final Report. Project Report. ED 092 601
Anchor Test Study. Final Report. Volume 1, Individual Norms and School Grade Norms, Grades 4, 5, and 6. ED 092 602
Anchor Test Study. Final Report. Volume 2, Equating Tables, Error of Equating, and Correlations, Grade 4. ED 092 603
Anchor Test Study. Final Report. Volume 3, Equating Tables, Error of Equating, and Correlations, Grade 5. ED 092 604
Anchor Test Study. Final Report. Volume 4, Equating Tables, Error of Equating, and Correlations, Grade 6. ED 092 605
Anchor Test Study. Final Report. Volume 5, Equating Procedure, Comparison Graphs, Grade 4. ED 092 606
Anchor Test Study. Final Report. Volume 6, Equating Method, Comparison Graphs, Grade 4. ED 092 607
Anchor Test Study. Final Report. Volume 7, Equating Procedure, Comparison Graphs, Grade 5. ED 092 608
Anchor Test Study. Final Report. Volume 8, Equating Method, Comparison Graphs, Grade 5. ED 092 609
Anchor Test Study. Final Report. Volume 9, Equating Procedure, Comparison Graphs, Grade 6. ED 092 610
Anchor Test Study. Final Report. Volume 10, Equating Method, Comparison Graphs, Grade 6. ED 092 611
Anchor Test Study. Final Report. Volume 11, Subgroup Equating Tables, Boys, Grades 4, 5, and 6. ED 092 612
Anchor Test Study. Final Report. Volume 12, Subgroup Equating Tables, Girls, Grades 4, 5, and 6. ED 092 613
Anchor Test Study. Final Report. Volume 13, Subgroup Equating Tables, High IQ Children, Grades 4, 5, and 6. ED 092 614
Anchor Test Study. Final Report. Volume 14, Subgroup Equating Tables, Medium IQ Children, Grades 4, 5, and 6. ED 092 615
Anchor Test Study. Final Report. Volume 15, Subgroup Equating Tables, Low IQ Children, Grades 4, 5, and 6. ED 092 616
Anchor Test Study. Final Report. Volume 16, Subgroup Equating Tables, Caucasian Children, Grades 4, 5, and 6. ED 092 617
Anchor Test Study. Final Report. Volume 17, Subgroup Equating Tables, Black Children, Grades 4, 5, and 6. ED 092 618
- Anchor Test Study. Final Report. Volume 18, Subgroup Equating Tables, Spanish Surnamed Children, Grades 4, 5, and 6. ED 092 619**
Anchor Test Study. Final Report. Volume 19, Subgroup Equating Tables, High SES Children, Grades 4, 5, and 6. ED 092 620
Anchor Test Study. Final Report. Volume 20, Subgroup Equating Tables, Medium SES Children, Grades 4, 5, and 6. ED 092 621
Anchor Test Study. Final Report. Volume 21, Subgroup Equating Tables, Low SES Children, Grades 4, 5, and 6. ED 092 622
Anchor Test Study. Final Report. Volume 22, Subgroup Comparison Graphs, Linear Equating Method, Grade 4. ED 092 623
Anchor Test Study. Final Report. Volume 23, Subgroup Comparison Graphs, Equipercentile Equating Method, Grade 4. ED 092 624
Anchor Test Study. Final Report. Volume 24, Subgroup Comparison Graphs, Linear Equating Method, Grade 5. ED 092 625
Anchor Test Study. Final Report. Volume 25, Subgroup Comparison Graphs, Equipercentile Equating Method, Grade 5. ED 092 626
Anchor Test Study. Final Report. Volume 26, Subgroup Comparison Graphs, Linear Equating Method, Grade 6. ED 092 627
Anchor Test Study. Final Report. Volume 27, Subgroup Comparison Graphs, Equipercentile Equating Method, Grade 6. ED 092 628
Anchor Test Study. Final Report. Volume 28, Pretest Information Form. ED 092 629
Anchor Test Study. Final Report. Volume 29, Ancillary Data Obtained on Individual Pupils. ED 092 630
Anchor Test Study. Final Report. Volume 30, Norms Comparisons, Conditional Error of Equating, Quality Control Results, Convergence of Equating Iterations. ED 092 631
Anchor Test Study Supplement. Final Report. Volume 31, Project Report. ED 092 632
Anchor Test Study Supplement. Final Report. Volume 32, Equating Tables, Grades 4, 5, and 6. ED 092 633
Anchor Test Study Supplement. Final Report. Volume 33, Error of Equating, Correlations, Conditional Error of Equating, Procedure Comparison Graphs, Individual Norms and School Mean Norms, Norms Comparisons, Grades 4, 5, and 6. ED 092 634
- Biber, Barbara**
Psychological Perspectives and Early Childhood Education: Some Relations Between Theory and Practice. ED 092 242
- Bible, Bond L.**
Physicians' Views of Medical Practice in Non-metropolitan Communities. ED 092 290
- Bice, Garry R.**
Education Professions Development Act, Part F, Section 552: Graduate Fellowships in Vocational-Technical Education. Second Interim Report, September 1, 1972-August 31, 1973. ED 091 508
Selected Information about Vocational-Technical Education in Tennessee for the School Year 1972-73. Information Series No. 20. ED 091 516
- Bierschenk, Bernhard**
Perceptual, Evaluative and Behavioral Changes Through Externally Mediated Self-Confrontation: Explorations and Experiments in Microsettings. ED 092 154
- Bitzer, Lloyd F.**
Report of the Research Priorities Division of the Speech Communication Association. ED 091 784

- Bixby, Lenore E.**
Women and Social Security: Law and Policy in Five Countries. ED 091 575
- Blackmon, Michael E.**
Preparation for Parenthood. Evaluation Plan and Program Evaluation. ED 091 632
- Blanc, Robert P.**
Review of Computer Networking Technology. ED 092 161
- Blumer, Alice Howard**
Jail Management. Book 1: Administration of Jail Operations. ED 091 544
Jail Management. Book 2: Personnel and Fiscal Management. ED 091 545
Jail Management. Book 3: Jail and Community Corrections Programs. ED 091 546
Jail Management. Book 4: Community Relations. ED 091 547
Jail Management. Book 5: Legal Problems. ED 091 548
Jail Management. Book 6: Jail Planning. ED 091 549
- Bohne, Harald**
Publishing: The Creative Business. ED 091 680//
- Bond, Jack H.**
Effects of Mixed and Unmixed Criterion Questions. Observational Report No. 7226. ED 092 107
An Investigation of the Effects of Transporting EMH Students to a Media Evaluation Site. Observational Report No. 731. ED 092 103
Measuring Attitude Change Response to Films. Observational Report No. 7315. ED 092 104
Notes on Time Series Analysis. Special Report No. 722. ED 092 064
A Preview of Recent Findings About EMH Students to Films. Research Report No. 744. ED 092 110
Verifying Sample Size Concerns. Research Report No. 737. ED 092 105
- Borg, Walter R.**
Field Test Report 1972-73: Utah State University Protocol Materials Project. ED 092 540//
Instructor Handbook for the Protocol Modules on Classroom Management. Utah Protocol Materials Project. ED 092 482
- Botel, Morton**
Syntactic Complexity Formula. ED 091 749
- Bottoms, Gene**
The Role of Home Economics in Career Education. ED 091 580
- Bowdidge, John S.**
Cloze Listening Test (Form Lisbon and Form Waco). ED 091 761
- Bowers, John Waite, Ed.**
Communication and Conflict. ED 091 796
- Bowers, Norman D.**
The Impact of the Nongraded School. ED 091 807
- Bowers, Raymond**
The Video Telephone; Impact of a New Era in Telecommunications. A Preliminary Technology Assessment. ED 092 070//
- Boyd, Gall B.**
Methods of Predicting Solid Waste Characteristics. ED 092 344
- Boyd, William B.**
The Impact of Collective Bargaining on University Governance. ED 092 052
- Brademas, John**
Accountability: A Rationale. ED 091 868
- Bragg, Ann Kieffer**
Journals of Education for the Professions: A Preliminary Study. ED 091 973
- Branca, Nicholas A.**
Learning Mathematical Structures. ED 092 384
- Breidenbach, Andrew W.**
Composting of Municipal Solid Wastes in the United States. ED 092 347
- Brelvogel, W. F.**
Training of Teachers, Parent Educators, PAC, Administrators, in Florida Parent Education Follow Through Model. Final Report. ED 092 218
- Brendel, LeRoy, Ed.**
Changing Methods of Teaching Business Subjects. National Business Education Yearbook, No. 10. ED 091 541
- Bregelmann, Frederick H.**
Linguistic Capacity Index. ED 091 753
- Brennan, Robert L.**
The Evaluation of Mastery Test Items. Final Report. ED 092 593
- Bretcko, Barbara A.**
Research on Individual Composition Conferences. ED 091 709
- Brookover, Wilbur B.**
Academic Environments and Elementary School Achievement. ED 091 858
- Brown, Frank**
What Should Constitute the Curriculum of Black Schools and How Much Parent Participation? ED 092 652
- Brown, Lee H.**
Individualized Instruction and the Rhythmic Claims of Freedom and Discipline. ED 091 707
- Brown, Ralph**
Selected Information about Vocational-Technical Education in Tennessee for the School Year 1972-73. Information Series No. 20. ED 091 516
- Browne, Forrest R.**
[Survey of Department of Defense full-time fully funded graduate and undergraduate education programs]. ED 092 047
- Brownfield, Dana**
Moving Toward A More Open Education. Oregon ASCD Curriculum Bulletin, Vol. 28, No. 323. ED 091 818
- Bruce, William C.**
The Effects of Cross-Age Teaching Experiences in Language Achievement, Self Concept, and School Sentiment of Eleventh Graders Who Teach Language Arts to Fourth Graders. Final Report. ED 092 535
- Bryant, Napoleon, Jr.**
The Effects of Performance Objectives on the Achievement Level of Selected Eighth-Grade Science Pupils in Four Predominantly Black Inner City Schools. ED 092 315//
- Burgdorf, Jane**
Learning Activity Package, Social Studies 103, LAPs 10 Through 18. ED 092 453
Learning Activity Package, Social Studies 104, LAPs 10 through 18. ED 092 454
- Burgess, Clifford T., Jr.**
A Multivariate Statistical Analysis of Student Opinion Questionnaires Concerning Teaching Effectiveness at the Naval Postgraduate School. ED 092 569//
- Burt, Forrest D., Ed.**
Equivalency Testing: A Major Issue for College English. ED 091 702
- Burt, Heather R.**
Similes Test with Interview and Questionnaire. ED 091 754
- Burt, Marina K.**
Error Analysis in the Adult EFL Classroom. ED 091 950
- Burchaell, James Tunstead**
A Word in Favor of Trusting Trustees. ED 092 051
- Bury, Richard L.**
Motorcycle Area Design and Location: Impacts on the Recreational Experiences of Riders and Nonriders. ED 092 553
- Bushnell, David S.**
Higher Education and the Challenge of the Seventies. Professional Paper 9-74. ED 092 033
- Buss, Janet L.**
The "I" and "Thou" in Theater Games. ED 091 781
- Butler, E. A.**
Move In and Move Up. ED 091 533//
- Butts, David P.**
The Development and Evaluation of an Elementary Environmental Attitudes Program. ED 092 393
- Caillol, Maryse, Ed.**
The University and the Canadian North. Inventory of Classes, Research and Special Projects. ED 092 007
- Calbert, Roosevelt, Comp.**
Curriculum Change in Black Colleges VI: A Report on a Cooperative Academic Planning Curriculum Development Workshop. ED 092 039
- Caldwell, Bettye M., Ed.**
Review of Child Development Research. Volume 3: Child Development and Social Policy. ED 092 245//
- Calhoun, B. C.**
Learning Activity Package, American Civics 92, LAPs 1 Through 3 and 5 Through 9. ED 092 455
Learning Activity Package, American Civics 94, LAPs 1 Through 4 and 6 Through 9. ED 092 456
Learning Activity Package, Civics 93, LAPs 1 Through 4 and 6 Through 9. ED 092 457
- Calhoun, Betty C.**
Learning Activity Package, American Civics 91, LAPs 1 Through 6. ED 092 470
- Callahan, Joseph P.**
An Interim Report of the EPDA, Part F, Performance-Based Education Project at Northern Montana College. ED 092 532
- Callison, Daniel J.**
Survey of the Frequency of Electronic Media Production in Kansas Senior High Schools During 1972-73 School Year. ED 092 148
- Calvert, Kenneth H.**
K-Ratio [Kernel Structure] Index. ED 091 722

250 Author Index

- Campbell, Patricia B.**
Feminine Intellectual Decline During Adolescence. ED 091 620
- Campbell, Tommy**
Learning Activity Package, Social Studies 102, LAPs 10 Through 16. ED 092 450
- Cansler, Dorothy P.**
Working with Families: A Manual for Developmental Centers. ED 091 879
- Capie, William**
Assessing the Effectiveness of a Competency-Based Physics Program for Elementary Teachers. ED 092 369
- Capie, William, Ed.**
A Model for the Academic Support of C.B.T.E.: Competency-Based Science for Elementary Teachers. ED 092 477
- Carey, E. Niel**
Maryland Career Development Project (K-Adult). Vol. 1. Final Report. ED 091 499
- Cargille, Charles M.**
The Education of Population Scientists. ED 092 444
- Carlsen, James W.**
Bibliography of Studies in Oral Interpretation, 1972. ED 091 778
- Carroll, Hazel Horn**
Affect Domain and Reading "Affective Teaching Strategies at the Elementary Level." ED 091 661
- Carroll, Katherine**
A Guide to Recycled Papers: Problems, Sources, and Samples. ED 092 353//
- Carter, Howard W.**
The Aged and Chronic Disease: Research in a Local Health Department. Monograph Series, Number 9. ED 092 551
- Casey, Genevieve M.**
The Ohio Cassetts Book Project; An Investigation of User Satisfaction. ED 092 151
- Casteel, J. Doyle**
Value Clarification: Clarifying Relationships Between Science and Society Using the Concept of the Value Sheet. ED 092 408
- Catlin, Jamie Beth**
Affirmative Action: Its Legal Mandate and Organizational Implications. No. 2. ED 092 050
- Cavert, C. Edward, Comp.**
Conference Proceedings: The First Annual National Conference on Open Learning in Higher Education. ED 091 974//
- Channels, Vera Y.**
Career Education in Home Economics. ED 091 529//
- Charuk, John Michael**
The Effects of Visual-Haptic Training on Reading Achievement. ED 091 653//
- Cheit, Earl F.**
Regent Watching. ED 091 951
- Chevalier, Guy**
Report on the Instructional Use of the Computer. Vol. 1, Types of Uses. ED 092 086
- Christiansen, Lee Eugene**
An Analysis of the Training, Attitudes, and Competence of the Preservice Elementary Teacher in Science Education at the University of Oregon.
- Chuang, Ying C.**
A System for Cost Analysis. ED 092 310//
- Claglia, Edmund R.**
A Case Study of IGE Implementation at the John Ridgeway Public School, Columbia, Missouri. ED 092 523
- Ciampa, Bartholomew J.**
Differentiated Staffing: A Procedure for Implementation. ED 092 521
- Cistone, Peter J.**
The Politics of Education. ERIC/CEM State-of-the-Knowledge Series, Number 20. ED 091 803
- Clark, Thomas L.**
A Handbook of Short Courses in Dialect Studies for K-12 Teachers. ED 091 710
- Clarke, Stephan P.**
Studies in Scarlet: An Approach to Mystery Fiction as a Literature Elective. ED 091 705
- Clayton, Richard E., Ed.**
Municipal Decision-Making Factors Relative to Cable Television Ownership. ED 092 144
- Clemmer, Robert**
Indicators and Statewide Assessment. ED 091 869
- Clifton, Joe Ann, Ed.**
Computers in Information Data Centers. ED 092 122//
- Coates, Thomas J.**
Teacher Anxiety: A Review with Recommendations. Research and Development Memorandum No. 123. ED 092 518
- Cohen, Arthur M.**
An Evaluative Study of the University of California, Irvine/Golden West College Cooperative Science Improvement Project. ED 092 325
- Cohen, John M., Ed.**
Issues and Needs of Postsecondary Education in the West: A Legislative/WICHE Inquiry. ED 092 040
- Conkright, Tom**
Home Culture Influence on Learning about Natural Phenomena in School: A Case Study in Sierra Leone, West Africa. ED 092 368
- Connelly, F. Michael**
Research Problems in Curriculum: Alternative Paradigms. ED 091 814
- Convey, John J.**
Some Methodological Considerations for School Effectiveness Studies. ED 092 597
- Copenhaver, Beverly J.**
A Review of the Law in a Free Society Project, 1970-1972. ED 092 420
- Coppock, Nan**
Middle Schools. NAESP School Leadership Digest Series, Number 2. ERIC/CEM Research Analysis Series, Number 4. ED 091 801
- Corazzini, John G.**
The Art of Referral in a University Setting. Student Development Paper, Vol. 4, No. 1, 1972-74. ED 091 613
- Corcoran, Ellen**
Nondecision-Making and Developmental Process. ED 091 640
- Cornejo, Ricardo J.**
A Synthesis of Theories and Research on the Effects of Teaching in First and Second Languages: Implications for Bilingual Education.
- Cosens, Grace V.**
Cloze Tests for Deletion Produced Structures. ED 091 767
- Costello, Jack, Jr.**
New Programs of State School Aid. ED 091 848
- Cotton, Ira W.**
Network Management Survey. ED 092 162
- Coulter, Richard J.**
Background Variables and Their Relationship to Stimulation Responses. ED 092 092
- Counells, James Steve**
Academic Productivity: Institutional-Level Theory. ED 091 956
- Cowan, Susan**
From College Girl to Working Woman. ED 091 532//
- Cox, Linda S.**
Analysis, Classification, and Frequency of Systematic Error Computational Patterns in the Addition, Subtraction, Multiplication, and Division Vertical Algorithms for Grades 2-6 and Special Education Classes. ED 092 407
- Cragan, John F.**
Rhetorical Strategy: A Dramatistic Interpretation. ED 091 792
- Craig, David**
The Real Foundations: Literature and Social Change. ED 091 673//
- Craig, Timothy T., Ed.**
Current Sports: Medicine Issues. Annual Safety Education Review--1973. ED 092 547
- Crawford, George J.**
Planning Educational Programs: The Advocate Approach. ED 091 863
- Creager, Joan G., Ed.**
AIBS Education Review, Vol. 2, No. 4. ED 092 332
- Cribbs, Jeffrey S.**
Virginia Higher Education/The 1974 General Assembly. A Summary of Legislation and Appropriations. ED 092 044
- Crocker, Robert K.**
A Comparison of Structured and Unstructured Modes of Teaching Science Process Activities. ED 092 360
- Crookston, Burns B.**
Administration of Student Affairs at Community Colleges as Compared with Urban-Commuter Institutions. Technical Report No. 2. ED 091 954
- Crystal, David**
The Educational Use of Linguistics. ED 091 939
- Cunningham, Merrimon**
The Governance of Higher Education: Selected Problems. ED 092 054
- Curry, Evans W.**
A Theoretical and Conceptual Reformulation of the Concept "Anticipatory Goal Deflection" and a Strategy for Future Research. ED 091 606
- Curtiss, Marie Joy**
The Classical Performing Arts of India. ED 092 415
- Damianopoulos, Ernest**
Auditory-Perceptual Learning in Educable Mentally Retarded Children. Research Report No. 747. ED 092 112

- Dance, Frank E. X.**
"The Communication Needs and Rights of Mankind". Group 1 Report of the Futuristic Priorities Division of the Speech Communication Association. "Future Communication Technologies; Hardware and Software". Group 2 Report.
ED 091 791
- Darcy, C. Michael**
Papers on Collaboration and Teacher Preparation.
ED 092 536
- Darcy, Robert L.**
Manpower Economic Education and the Transition from School to Work. (Impact on a Cohort of Ohio Secondary School Students).
ED 091 581
- Darnay, Arsen**
The Role of Packaging in Solid Waste Management 1966 to 1976.
ED 092 349
- Darnell, Frank**
Systems of Education for the Alaska Native Population.
ED 092 276//
- Darnell, Frank, Ed.**
Education in the North: Selected Papers of the International Conference on Cross-Cultural Education in the Circumpolar Nations and Related Articles (1st, Montreal, August 18-21, 1969).
ED 092 272
- Dauterman, Fritz P.**
Syntactic Maturity Test for Narrative Writing.
ED 091 757
- Davis, J. C.**
Varieties of Accomplishment After College: Perspectives on the Meaning of Academic Talent. ACT Research Report No. 62.
ED 092 000
- Davis, John B., Comp.**
Statistical Abstract of Higher Education in North Carolina, 1973-74. Research Report 1-74.
ED 091 977
- Davis, June H.**
The New Learners and the Community College. A Report of the National Dissemination Project for Post-Secondary Education.
ED 092 207
- Dawson, George G.**
The Impact of the Kazanjian Awards Program on Winners.
ED 092 447
- Deane, Edward Milton**
Generalizing of Process Skills Developed in Elementary Science, by Fourth Graders, to Objectives of Florida History with Implications for Curriculum Development.
ED 092 322//
- DeBolt, Susan**
A Study of "Man: A Course of Study" in the Metropolitan School District, Nashville, Tennessee.
ED 092 448
- DeBovis, Martin**
Instructional Assistance Program. Final Report, 1972-73. Research and Development Report, Vol. 7, No. 47.
ED 091 824
- De Kock, Walter Eugene**
An Analysis of Student Performance Using a Laboratory Oriented High School Physics Program.
ED 092 328
- DeLancey, Robert W.**
Recognition of Linguistic Structures Test with Answer Sheets and Difficulty and Discrimination Indices for All Items in Forms A and B.
ED 091 755
- Delgrosso, George M., Ed.**
Education in Transition—Search for a New Balance. Proceedings, Fourth Annual International Institute on the Community College, June 11-14, 1973, Lambton College, Sarnia, Ontario, Canada.
ED 092 222//
- Dellenback, John**
[Financial Aid to Independent Students at the Post Secondary Level: The Federal Government's Role]
ED 091 953
- DeLoria, Dennis**
Home Start Evaluation Study. Interim Report III: Summative Evaluation Results.
ED 092 229
- Del Prete, Richard P.**
Value Development Employment Module.
ED 091 645
- Dentler, Robert A.**
Segregation and School Learning.
ED 092 639
- Des Jarlais, Don C.**
Age Levels and Social Influence Processes in a Drug Education Program.
ED 091 641
- Dewhirst, Martin, Ed.**
The Soviet Censorship.
ED 091 687//
- DeZoort, Frank A., Comp.**
Minority Report - 1973.
ED 092 046
- Diaz, Agapito**
Final Evaluation. Title VII. Community School District No. 10. Bilingual Mini School.
ED 092 657
- Dickson, Edward M.**
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ED 092 252
- Wahab, Zaher**
Barrio School: White School in a Brown Community.
ED 092 295
Teacher-Pupil Transaction in Bi-racial Classrooms: Implications for Instruction.
ED 092 294

- Walker, Alma Dolores Steagall**
The Effect of the Utilization of Selected Sociolinguistic Concepts and Skills on Attitudes of Prospective Teachers.
ED 091 677//
- Walker, Juliet E.**
The Ford Training and Placement Program: History of the Ford Training and Placement Program; Urban Education in Chicago: An Experimental Program.
ED 092 655
- Wall, Ernest R.**
Topical Analysis of the Content of Literature Discussions.
ED 091 725
- Wallen, Norman E.**
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ED 092 596//
- Walters, Donald E.**
Collective Bargaining in Higher Education.
ED 092 059
- Watson, Bernard C.**
"The Social Responsibility of the Social Scientist."
ED 092 432
- Weaver, Constance**
Black Dialect? Or Black Face?
ED 091 713
- Webber, Irving L.**
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ED 092 551
- Webster, Murray, Jr.**
Middle-Class and Lower-Class Children: Expectations in First Grade.
ED 092 219
- Webster, Staten W.**
The Education of Black Americans.
ED 092 646//
- Weick, Jerry**
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ED 091 589
- Weiner, Stephen S.**
Implementing the "Voucher" Demonstration in Alum Rock, or "Taking the 'OUCH' Out of Vouchers."
ED 091 804
- Weisner, Thomas S.**
One Family, Two Households: Rural-Urban Kin Networks in Nairobi.
ED 092 292
- Weiss, Alan**
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- Wert, Jonathan M.**
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ED 092 354
- Wessell, Nils Y.**
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ED 092 056
- West, Cameron**
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ED 092 018
- West, Charles K.**
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- West, Charles K.**
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ED 092 240
- Westbury, Ian, Ed.**
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ED 092 594//
- Westin, Charles A.**
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- Wharton, Clifton R., Jr.**
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ED 092 057
- Wheeler, James O.**
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- White, Sheldon H.**
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ED 092 231
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ED 092 232
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ED 092 524
- Wilson, Kathryn A.**
A Process Model for Vocational Evaluation of High-Risk Rehabilitation Clients.
ED 091 619
- Wimer, Frances N., Ed.**
Focus: Teaching by Genre.
ED 091 697
- Winchell, Walter H.**
An Investigation of the Effects of Transporting EMH Students to a Media Evaluation Site. Observational Report No. 731.
ED 092 103
- Winthers, Jim**
Ya "See" What We Mean: Teaching the Blind to Ski.
ED 091 806
- Wise, Helen**
[Statement by Dr. Helen Wise, President, NEA, to the Symposium "Statewide Educational Assessment: Coexistence or Confrontation"].
ED 092 576
- Wisniewski, Richard**
Paying One's Dues.
ED 092 431
- Wittich, Walter A.**
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ED 092 116
- Wolfram, Walt**
Generative Phonology: The Basic Model.
ED 091 943
- Wolfram, Walt**
Sociolinguistic Aspects of Assimilation: Puerto Rican English in New York City.
ED 091 933
- Wood, Penelope**
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ED 092 111
- Worthington, Robert M.**
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ED 091 583
- Worthington, Robert M.**
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ED 091 584
- Worthington, Robert M.**
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- Wright, Andrew**
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- Wright, Ouida T.**
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- Yazvina, A.**
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ED 091 899
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ED 091 997
- Yengel, Herbert, Ed.**
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ED 091 541
- Young, Michael E.**
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ED 091 998
- Zaks, Robert S.**
Sophistication of Reading Interests Scale.
ED 091 756
- Zelman, Susan**
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ED 091 806

Zemtsova, M.

Education of the Blind and People with Weak Sight in the USSR.

ED 091 900

Zerr, Rita Gregorio

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ED 092 320//

Zimet, Sara G., Ed.

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ED 092 472

Zimin, B.

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ED 091 896

Raising the Welfare of the Blind in the USSR.

ED 091 895

Zubulake, George Richard

A Study of the Learning by Discovery Controversy in Science Teaching.

ED 092 321//

Institution Index

267

This index lists the titles of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title number. Additional information about the document can be found under that number in the résumé section.

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ED 092 228

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ED 092 225

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ED 092 226

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ED 092 229

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ED 092 174

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ED 091 666

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ED 091 660

Long Term Effects of Drug Use on General Mental Ability.

ED 091 636

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ED 091 635

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ED 091 660

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ED 092 258

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ED 092 261

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ED 092 260

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ED 092 259

Understanding Young Children: The Handicapped Child in the Normal Preschool Class.

ED 092 257

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ED 091 900

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ED 091 899

To Live and Work.

ED 091 896

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- American Dialect Society.**
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- A Technology for Developing Instructional Materials. Vol. 2, Orientation. ED 092 502
- A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part A, Plan Study of Criterion Behaviors. ED 092 503
- A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part B, Collect and Analyze Data About Criterion Behaviors. ED 092 504
- A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part C, Sequence and Group Criterion Behaviors. ED 092 505
- A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part D, State Criterion and Preparatory Objectives. ED 092 506
- A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part E, Plan Simulation Based on Instructional and Logistical Needs. ED 092 507
- A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part F, Develop Diagnostic and Evaluative Tests. ED 092 508
- A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part G, Formulate Instructional Strategies. ED 092 509
- A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part H, Plan Accommodation of Individual Differences. ED 092 510
- A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part I, Develop Instructional Materials. ED 092 511
- A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part J, Evaluate Instructional Materials. ED 092 512
- A Technology for Developing Instructional Materials. Vol. 3, Handbook. Part X, Index. ED 092 513
- A Technology for Developing Instructional Materials. Vol. 4, Workbook. ED 092 514
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- Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.**
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- Arkansas Valley Board of Cooperative Services, La Junta, Colo.**
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- Helping Improve a Child's Self-Image. ED 091 625
- Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.**
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Children and Drugs. ED 091 612
- Children and Intercultural Education: Some Minorities Speak Out; Overview and Research; Are There Unwanted Guests in Your Classroom? ED 092 649
- Children and International Education. ED 092 468

- Children's Views of Themselves. ED 091 633
Creative Dramatics for All Children. ED 091 771
Parenting. ED 092 237
- Association for Measurement and Evaluation in Guidance, Washington, D.C.**
Women and Educational Testing: A Selective Review of the Research Literature and Testing Practices. ED 092 591//
- Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.**
Admissions and the Law. ED 091 971
- Association of Canadian Community Colleges.**
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Board-President Relationships: Second Thoughts. ED 092 056
Collective Bargaining in Higher Education. ED 092 059
Conversation with Clark Kerr. [Qualities of the Ideal College/University Board of Trustees]. ED 092 060
The Governance of Higher Education: Selected Problems. ED 092 054
The Impact of Collective Bargaining on University Governance. ED 092 052
State Leadership in Postsecondary Education: A Balance of Powers. ED 092 055
Statewide Planning and Local Autonomy. ED 092 058
The Stewardship of Trustees and the President. ED 092 057
Trustee Accountability and National Policy. ED 092 053
A Word in Favor of Trusting Trustees. ED 092 051
- Association of Universities and Colleges of Canada, Ottawa (Ontario).**
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The Role of the Agency Supervisor. ED 092 013
Supervising Student Workers: Berea College Labor Supervisors in Action. ED 092 014
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- Bowling Green State Univ., Ohio.**
The Effects of Static and Dynamic Simulation Programs on the Physiological Activity of Educational Administrators. ED 092 118
The Use of Physiological Indices in Simulation Research: A Report on Project CORES (Covert and Overt Responses to Educational Simulations). A Symposium. ED 092 119
- Brick Town Township Board of Education, N.J.**
Extended School Year Study: Brick Township Public Schools. ED 091 864
- Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.**
A History of Indian Policy. ED 092 279
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Jail Management. Book 1: Administration of Jail Operations. ED 091 544
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Jail Management. Book 3: Jail and Community Corrections Programs. ED 091 546
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- California Association of School Business Officials, Southern Section.**
Vandalism and Its Prevention. ED 091 829
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A Scale for Evaluation of High School Student Essays. ED 091 733
- California Community Colleges, Sacramento. Office of the Chancellor.**
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- California State Bar.**
A Review of the Law in a Free Society Project, 1970-1972. ED 092 420
- California State Dept. of Education, Sacramento. Div. of Compensatory Education.**
Promising Practices: A Guide to Replication. Principal's Directory. ED 092 647
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- California Univ., La Jolla. Center for Human Information Processing.**
Learning and Teaching. ED 091 694
- California Univ., Los Angeles. Center for the Study of Evaluation.**
A Comparison of Procedures for Determining Goal Priorities. ED 092 579
Progress in Evaluation Study. Third Annual Report of the Center for the Study of Evaluation of Instructional Programs. ED 092 592
- California Univ., Los Angeles. Committee on Civic Education.**
The Committee on Civic Education of the University of California at Los Angeles: Past, Present and Future Activities. ED 092 460
- California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.**
The Next Ten Years. ED 091 547

- The Role of the Academic Dean. ED 092 192
- California Univ., Los Angeles. Univ. Extension.
A Review of the Law in a Free Society Project, 1970-1972. ED 092 210
- Carnegie Commission on Higher Education**, Berkeley, Calif.
The Nature and Origins of the Carnegie Commission on Higher Education. ED 091 984
Problems in the Transition from Elite to Mass Higher Education. ED 091 983
Regent Watching. ED 091 951
Tuition: A Supplemental Statement to the Report of the Carnegie Commission on Higher Education on "Who Pays? Who Benefits? Who Should Pay?". ED 091 960//
- Carteret County Board of Education**, Beaufort, N.C.
Open Education in the Secondary School. ED 092 398//
- Catholic Univ. of America, Washington, D.C. School of Education.**
Learner-Controlled Computing: A Description and Rationale. ED 092 157
- Catonsville Community Coll., Md.**
Extending the Model of Program Evaluation: Career Graduates and Their Employers. ED 092 183
Follow-Up Study of Entrants, Fall 1966-Spring 1969. Chapter 4, Presentation of Results of the Study. ED 092 184
Research in Instructional Methods. ED 092 185
- Center for Applied Linguistics, Washington, D.C.**
A Brief Guide to Bilingual Education. ED 091 932
Sociolinguistic Aspects of Assimilation: Puerto Rican English in New York City. ED 091 933
- Center for Urban Education, New York, N.Y.**
Evaluation of the Municipal Cooperative Education Program: A Report of the 1962-63 Trainees. ED 092 598
A Final Report of the Brownsville Community Council's Advocacy Planning Unit. ED 092 637
Program of Diagnostic Procedures to Forestall Reading Difficulties and Improve Reading Achievement. Evaluation of State Urban Education Programs in New York City, 1968-69. ED 091 664
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- Ohio State Dept. of Education, Columbus.**
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- Environmental Learning Experiences for Kindergarten Through Second Grade.** ED 092 389
Environmental Learning Experiences for Grades Three and Four. ED 092 390
Environmental Learning Experiences for Grades Five and Six. ED 092 391
Ohio Environmental Education Areas. ED 092 386
Resident Outdoor Education. A Planning Guide. ED 092 388
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280 Institution Index

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ED 091 579
- Texas Univ., Austin. Dept. of English.**
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ED 092 209
- Texas Univ., Austin. Special Education Instructional Materials Center.**
The Behavior Modification Audio-Visual Directory.
ED 091 885
- Toledo Univ., Ohio. Center for the Study of Higher Education.**
The Christian College: Some Thoughts and Reflections.
ED 091 968
- Toronto Board of Education (Ontario). Research Dept.**
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ED 092 234
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ED 091 590
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ED 092 270
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ED 092 159
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ED 092 158
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ED 091 812//
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ED 092 171
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ED 091 961//
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ED 092 475
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ED 092 253
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A Plan for the Further Desegregation of the University System of Georgia.
ED 092 021
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ED 092 495
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ED 092 235
Health Start: Summary of the Evaluation of the Second Year Program.
ED 092 236
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ED 092 540//
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ED 091 986
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ED 092 478
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ED 092 482
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ED 092 479
Transitions: A Classroom Management Concept Related to Effective Teaching. Student Guide. Utah Protocol Materials Project.
ED 092 480
Withitness: A Classroom Management Concept Related to Effective Teaching. Student Guide. Utah Protocol Materials Project.
ED 092 481
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ED 091 913
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Focus: Teaching by Genre.
ED 091 697
- Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.**
A Survey of Need for Personnel in Educational Media and Technology in the State of Virginia.
ED 092 167
- Virginia Public Telecommunications Council, Richmond.**
Master State Plan for Public Telecommunications. Part I.
ED 092 155
Master State Plan for Public Telecommunications. Part II.
ED 092 156
- Virginia State Council of Higher Education, Richmond.**
Degrees Conferred: Virginia Public and Private Institutions of Higher Education, 1972-73.
ED 092 002
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ED 092 044
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ED 091 632
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Job Development: What It Is and How to Do It. A Report of the National Dissemination Project for Post-Secondary Education.
ED 092 186
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ED 092 208
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ED 092 207
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ED 092 190
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ED 092 188
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ED 092 187

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Environmental Learning Experiences for Grades Three and Four. ED 092 390
Environmental Learning Experiences for Grades Five and Six. ED 092 391
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- Wisconsin State Dept. of Public Instruction, Madison.**
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Jail Management. Book 3: Jail and Community Corrections Programs. ED 091 546
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- Women's Equity Action League, Washington, D.C.**
Women and Fellowships. ED 091 970
- York Borough Board of Education, Toronto (Ontario).**
The Organization of Education for Learning Handicapped Pupils: A Review and Recommendations. ED 091 912

NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) for the January 1972 through September 1974 issues of Research in Education (RIE):

ACCOUNTABILITY 020

SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

ADAPTED PHYSICAL EDUCATION 390

SN Adaptation of regular physical education programs for individuals with handicapping conditions.

Adaptive Behavior

USE ADJUSTMENT (TO ENVIRONMENT)

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

ALCOHOLIC BEVERAGES 250

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250

UF Iron Deficiency Anemia
Sickle Cell Anemia

ARCHERY 390

ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

ASIAN AMERICANS 380

SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of East Asia (China, Japan, Korea, Mongolia), Southeast Asia, and the Pacific Islands.

UF Amerasians
American Orientals
Oriental Americans

ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

ASSISTANT PRINCIPALS 380

BIRTH RATE 120

SN Actual frequency of births in a population.

UF Fertility Rate
Natality

BODY LANGUAGE 080

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHANGE STRATEGIES 510

SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

CHEMICAL NOMENCLATURE 400

CHILD ADVOCACY 480

SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

CHILDREN'S LITERATURE 260

SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSERVATION (ENVIRONMENT) 460

SN Preservation of the environment, including natural resources, from loss, waste, or harm.

CONSTRUCTION MANAGEMENT 020

CORPORAL PUNISHMENT 310

SN Infliction of physical pain upon one person by another.

COST INDEXES

SN Measures of the difference in cost or price (prices of consumer goods, school costs, etc.) from that which existed during a designated base period.

UF Index Numbers (Costs)
Price Indexes

CUBANS 380

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

DAILY LIVING SKILLS 010

SN Personal management and social skills which are necessary for adequate functioning on an independent basis.

UF Fundamental Skills (Daily Living)

DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DELIVERY SYSTEMS 020

SN Organizational and administrative aspects of the provision of services.

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size.

Diplomacy

USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260

- SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy**USE FOREIGN POLICY****DISARMAMENT 480**

- UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

- UF Dissensus

DRINKING 250

- SN Consumption of alcoholic or other beverages.
UF Social Drinking

DRUG EDUCATION 140

- SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

Ecosystems**USE ECOLOGY****EDITING 080**

- SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.
UF Copyediting

EDITORIALS 050**EDUCATIONAL ALTERNATIVES 140**

- SN Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.).
UF Alternative Education
Educational Choice
Instructional Alternatives
Teaching Alternatives
Training Alternatives

EDUCATIONAL ANTHROPOLOGY 480

- SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EDUCATIONAL ASSESSMENT 180

- SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

EFFICIENCY 180

- SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

ENERGY CONSERVATION 460

- SN Preventing loss or waste of energy.

ETHNOCENTRISM 040

- SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140

- UF Extended University
Open University
University Without Walls

FACILITY PLANNING 210**FAST TRACK SCHEDULING 020**

- SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210

- SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220**Fundamental Skills (School)****USE BASIC SKILLS****Future Studies****USE FUTURES (OF SOCIETY)****FUTURES (OF SOCIETY) 480**

- UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

HISTORIOGRAPHY 260

- SN Research into and writing of history.

HOMOSEXUALITY 060

- UF Lesbianism

HUMANISTIC EDUCATION 140

- SN Educational system designed to achieve affective outcomes or psychological growth with the mastery of substantive academic subjects—learning activities in math, social studies, English, and so on, are oriented toward improving self-awareness and mutual understanding among people.
UF Affective Education
Confluent Education
Human Relations Education
Psychological Education
Values Education

HUMANIZATION 490

- SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.
UF Dehumanization

HYBRID AIR STRUCTURES 210

- SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290

- SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations**USE INTERNATIONAL ORGANIZATIONS****International Behavior****USE FOREIGN RELATIONS****INTERNATIONAL CRIMES 060**

- UF War Crimes

INTERNATIONAL LAW 230

- UF International Legal Analysis
International Torts
Law of Nations

International Policy**USE FOREIGN POLICY****International Politics****USE FOREIGN RELATIONS****ITEM BANKS 520**

- SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
UF Item Pools

Labor Demand**USE MANPOWER NEEDS****LAND ACQUISITION 020****LAYOUT (PUBLICATIONS) 030**

- UF Format (Publications)

LEAD POISONING 250**Learning Centers****USE LEARNING LABORATORIES****LIFE STYLE 060**

- SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning**USE CONTINUOUS LEARNING****LOCUS OF CONTROL 420**

- SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
UF Internal External Locus of Control.

LUNAR RESEARCH 450

- SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
UF Lunar Exploration

MANAGEMENT BY OBJECTIVES 020

- SN Method of combining performance appraisal with the process of developing and refining organizational goals—involves mutual goal setting between manager and subordinate, during which specific performance or measurement criteria are spelled out and agreed upon.

MARRIED STUDENTS 380**MATRICES 340****MECHANICS (PHYSICS) 400**

- SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

- MERIT PAY 220**
- MEXICANS 380**
SN Citizens of Mexico
- MIDDLE EASTERN STUDIES 450**
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.
- Military Policy
USE FOREIGN POLICY
- MISC ANALYSIS 440**
SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a technique for measuring the learner's control of the reading process.
UF Misc Taxonomy
- MOLECULAR STRUCTURE 220**
- MONOLINGUALISM 290**
- MORAL DEVELOPMENT 130**
SN Developmental processes in the formation of moral reasoning and judgments.
- MULTIDIMENSIONAL SCALING 190**
SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.
- NATURE NURTURE CONTROVERSY 130**
SN Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.
UF Environment Heredity Controversy
Heredity Environment Controversy
Learning Maturation Controversy
Maturation Learning Controversy
- NEUROLINGUISTICS 290**
SN A branch of linguistic science relating language behavior to the neurological sciences.
- NEWS REPORTING 080**
- NONFORMAL EDUCATION 140**
SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.
- NONPUBLIC SCHOOL AID 220**
- NONRESERVATION AMERICAN INDIANS 380**
SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
UF Off Reservation American Indians
- NORMALIZATION (HANDICAPPED) 250**
SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.
- OBSERVATIONAL LEARNING 310**
SN Behavioral effect on the learner resulting from the observation of a model.
UF Imitative Learning
- OPEN BOOK TESTS 520**
- OPEN EDUCATION 140**
UF Open Schools
- ORGANIZATIONAL DEVELOPMENT 020**
SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.
- ORGANIZATIONAL EFFECTIVENESS 180**
SN Degree to which organizations (groups of people) are successful in satisfying their objectives or functions.
- ORGANIZATIONAL THEORIES 020**
SN Ideas or hypotheses relating to the form and structure of organizations (groups of people), describing how such organizations do operate or should operate.
- OUTREACH PROGRAMS 410**
SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.
UF Community Outreach
Outreach Counseling
- PARANOID BEHAVIOR 420**
SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.
- PARENTHOOD EDUCATION 140**
SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.
- PAROCHIAL SCHOOL AID 220**
- PEACE 480**
UF International Peace
World Peace
- PEER COUNSELING 090**
SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.
- PERFORMANCE BASED EDUCATION 140**
SN Educational system which places emphasis on the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.
UF Competency Based Education
Consequence Based Education
Criterion Referenced Education
Output Oriented Education
Proficiency Based Education
- PERFORMANCE BASED TEACHER EDUCATION 140**
- PHONEME GRAPHEME CORRESPONDENCE 290**
SN Relationship between speech sound (phoneme) and written symbol (grapheme).
UF Grapheme Phoneme Correspondence
- PHYSICIANS ASSISTANTS 380**
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.
- PNEUMATIC FORMS 210**
SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.
- POLISH AMERICANS 380**
- POPULATION EDUCATION 140**
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.
- PREGNANT STUDENTS 380**
- PRIMARY SOURCES 460**
SN Original evidence (documents, relics, oral records, etc.) used in historical research.
UF Original Sources
- PROCESS EDUCATION 140**
SN Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).
- Program Implementation
USE PROGRAM DEVELOPMENT
- PROPERTY TAXES 230**
UF Ad Valorem Tax
- PUBLIC SERVICE OCCUPATIONS 350**
SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.
- PUNISHMENT 310**
- PUPPETRY 030**
UF Puppets
Puppet Shows
- RELOCATABLE FACILITIES 210**
UF Nonpermanent Facilities
- RESPIRE CARE 490**
SN Short-term care of the handicapped, in or outside the home, to provide family relief.
- REVENUE SHARING 220**
SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480

SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420

SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190

SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480

UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SEX ROLE 490

SN Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

SEX STEREOTYPES 490**SHARED FACILITIES 210**

SN Facilities used by two or more distinct groups, institutions, organizations, etc., whether for the same function or for different functions.
UF Joint Occupancy

SI Units

USE METRIC SYSTEM

SOCIAL STRATIFICATION 490**SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STRABISMUS 240**

SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.
UF Cross Eyes
Heterophoria
Heterotropia
Walleyes

STUDENT RESPONSIBILITY 040**TEACHER CENTERS 210**

SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/in-service levels, of educational demonstrations, experimental teaching, laboratory experiences and other participatory learning activities.
UF University Training Centers

TEACHER DISCIPLINE 020

SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020**TIMEOUT 420**

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TREATIES 230

SN Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470

SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)

USE SYNTAX

VENEREAL DISEASES 250

UF Syphilis
Gonorrhea
Chancroid

VISUAL AIDS 050

UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130

SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480

UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

WOMENS ATHLETICS 390**WOMENS STUDIES 110**

SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

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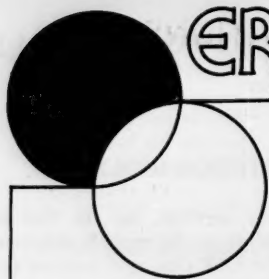
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